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ABSTRACT

The Experience-Based Career Education (EBCE) program was designed to provide on-site vocational experiences for high school youth in order to promote: (1) career development skills and knowledge; (2) self-knowledge--interests, abilities, and values; (3) reading skills; (4) problem solving skills; (5) oral communication; (6) writing skills; (7) interpersonal skills; (8) basic quantitative skills; and (9) maturation skills. The ethnographic approach to educational evaluation was described as being based on participant observation. The Community Experiences for Career Education program at Tigard, Oregon, had three major categories of outcomes: life skills, career development (exploration), and basic (academic) skills. Social relationships between students and staff, and among students were described. Activities at employer sites were described and evaluated. A case study concerning one student was presented in detail, and the transition from youth to adulthood was briefly discussed. (CTM)

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AN ETHNOGRAPHIC ACCOUNT OF $(CE)_2$: EXPERIENCE-BASED CAREER EDUCATION IN TIGARD, OREGON

BY

EDWARD CHARLES DURCIN

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EXTERNAL EVALUATOR'S FINAL REPORT ON THE
EXPERIENCE-BASED CAREER EDUCATION PROGRAMS

VOLUME V

Submitted to the
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of the
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Berkeley, California 94704

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EXTERNAL EVALUATOR'S FINAL REPORTS ON THE
EXPERIENCE-BASED CAREER EDUCATION PROGRAM

Volume I	Summary Evaluation of Four Experience-Based Career Education Schools
Volume II	Experience-Based Career Education in Charleston, West Virginia: An Anthropological Perspective
Volume III	Experience-Based Career Education in Oakland, California: An Anthropological Perspective
Volume IV	The Academy for Career Education: An Ethnographic Evaluation
Volume V	An Ethnographic Account of $(CE)_2$: Experience-Based Career Education in Tigard, Oregon
Volume VI	Student Outcomes and Participant Opinions in Experience-Based Career Education Schools
Volume VII	Search for and Development of Instruments Measuring Student Outcomes of Experience-Based Career Education Programs
Volume VIII	Behavioral Observations at Far West School: A Description of Experience-Based Career Education
Volume IX	Experience-Based Career Education: An Interorganizational Analysis

PREFACE AND ACKNOWLEDGEMENTS

Ethnography is not yet a staple item in evaluation studies. For that reason we take the opportunity offered by a preface to indicate why an ethnographic investigation figures so prominently among the third-party studies of Experience-Based Career Education.

The term "ethnography" lies within the discipline of anthropology. At its simplest, an ethnography is a description of the way people "behave" in a particular culture or environment. The emphasis is on an holistic view. In the instance of the EBCE studies, the focus of investigation is on the participants (students, staff, and others) at four development sites. Particular reference is made in the EBCE ethnographies as to how the participants behave and, to some extent, why they behave in that way.

In the study of Experience-Based Career Education, this focus was invaluable. Many features of EBCE and the EBCE objectives were not amenable to measurement by instruments which existed before this study began or which could be constructed within the duration of the third-party study. On the other hand, an ethnographer, living and working as a participant-observer at the EBCE development sites, could provide a detailed description of what was actually happening in the operation of the four systems, indicate what was working well and where some problems still seemed to exist, and describe (through case study material) the rewards and satisfactions that came to those who participated in the program.

One of the questions that the ethnographers were directed to investigate in their studies was: What is the real program like in comparison to the paper version? By contrasting their own observations with written program planning documentation, the ethnographers were able to respond to this question. We believe that such observations and contrasts will be of particular value to those who may be interested in adopting or replicating any of the four EBCE systems. However, we caution readers against interpreting these discussions of discrepancies between intended and actual operations of program features as meaning that all discrepancies have negative consequences, or occur as a result of inadequate program administration. In experimental programs such as these, it is useful to have information about the evolution of program features, and each change and deviation from the

originally planned treatment should be examined on its own merits. Discrepancies can be positive, negative, or neutral.

If the project director's original expectations have been met, the description is provided in such a way that each reader becomes his own evaluator. The ethnographies are not evaluations or evaluative in the sense that is customarily meant. In describing what is going on, both the intended and unintended structures, processes, and outcomes, and in studying what it is that participants expect or feel ought to be happening, the ethnographer provides a glass through which potential adoptors and others can view -- even though darkly -- these educational systems. The description is intended to allow the reader to decide for himself how he would evaluate what he sees.

Readers will immediately perceive that the work of an ethnographer is highly subjective, and that there is a potentiality for bias. The ethnographers themselves have tried to protect against bias by utilizing a number of informants, selecting them to give varying points of view, and checking information and sources of information against each other. For example, the case study students reviewed and approved the case studies about themselves before the ethnographies were released. We have submitted drafts of the ethnographies to the developing agencies themselves for criticism and content verification, and have responded to their criticisms when content could not be verified through the field notes of the ethnographer.

In addition, we submitted early drafts to a panel of distinguished educational anthropologists for critiques, and corrected the drafts when conclusions rendered in the reports were not supported by sufficient documentation. The panel included Dr. Robert B. Textor, Professor of Education and Anthropology, Stanford University; Dr. Judith G. Goode, Associate Professor, Department of Anthropology, Temple University; and Dr. Harry F. Wolcott, Professor of Education and Anthropology, Center for Educational Policy and Management, University of Oregon. Dr. Textor also assisted us in the early planning for the use of ethnographic material in the total third-party investigation. We are grateful to these panel members for their technical assistance, and to the panel and the anthropologists who studied the four EBCE systems for helping us develop new insights into the evaluation of educational programs.

Reginald Corder
Project Director

January 1976

ABSTRACT

Four Experience-Based Career Education (EBCE) projects are currently being operated under sponsorship of the National Institute of Education (NIE). During their third year of operation (1974-75), the projects have been subject to an external evaluation by Educational Testing Service (ETS). As part of its research methodology, ETS employed anthropologists to conduct ethnographic research at each of the four sites. This report will present an ethnographic account of the EBCE program being conducted at Tigard, Oregon. Known as $(CE)_2$, or Community Experiences for Career Education, Inc., the program operates as a private nonprofit corporation under a sub contract with the Northwest Regional Educational Laboratory (NWREL).

In Chapter 1, a general description of the ethnographic approach to research and the manner in which this approach has been utilized in the study of a career education program are presented. An ethnography is the anthropologist's descriptive account of the way of life exhibited by a group of individuals. The ethnographic researcher attempts to immerse himself in the lives of those being studied and rather than relying on a number of research assistants, generally seeks to assume responsibility for both the recording and analyzing of data related to his particular study. The primary methodology used throughout the study was that of participant observation, but perusal of records and students' written work and interviews were other methods used. In contrast to some forms of educational evaluation, the ethnographic researcher in a school setting focuses on the processes of events which take place there. By direction to the ethnographer, emphasis in the report is on student behaviors and conceptions rather than on those of the staff, parents, or community resource people.

In Chapter II, the setting in which the $(CE)_2$ program exists is described briefly, and an overview of the program is presented. The Tigard area is rural-suburban, within commuting distance of Portland, Oregon. A brief account of the Tigard school district and its selection as an EBCE site is presented, and the physical facilities of the $(CE)_2$ learning center are described. The governing structure of the EBCE program is also described, and the relationships and respective responsibilities of $(CE)_2$, NWREL, and the local school district are discussed. In this chapter it is also noted that the program was designed to emphasize individualized learning

in a variety of community settings; group activities are the exception rather than the rule. The various curriculum components, student outcome goals, and learning strategies are described. In addition, the duties of $(CE)_2$ staff members as well as some of the characteristics of the $(CE)_2$ student body are discussed. Compared with their counterparts at Tigard High School, $(CE)_2$ students tend to receive lower scores on standardized achievement tests, and their reasons for entering the career education program often reflect adverse feelings about certain curriculum and organizational qualities which characterize Tigard High School. On the whole, however, students like their experiences in the $(CE)_2$ program.

Chapter III focuses on student activities at the Learning Center. Here students work on academic matters, attend meetings, and engage in other activities such as reading magazines, relaxing, or visiting with friends. The peer grouping of students and the influence of these groupings on students' activities and conceptions about the program are discussed. Student-staff interactions are also described in this chapter. These interactions are often spontaneous and accompanied by banter, use of first names, and physical contact. In addition, some of the formal meetings which are held at the Learning Center are described. Student meetings serve as occasions for exchange of information between student and staff, but in contradiction to a program goal of increasing students' abilities to seek solutions to their own problems, staff members often tell students what they have decided concerning various matters rather than work with them to reach some sort of consensus concerning the issues at hand. A variety of other activities which involve students at the center are described, and two types of staff meetings are discussed and analyzed in order to provide information on social control as well as to illustrate some of the ways staff members judge students and their behaviors (i.e., what is a "good" student from the $(CE)_2$ staff's viewpoint?).

In Chapter IV, the activities students engage in as they move from the confines of the Learning Center to various community sites are focused upon. When students are kept busy and allowed to participate in activities they judge meaningful, they enjoy their site activities. On the other hand, when those coordinating their activities at a site are busy or uninformed about their duties, students do not enjoy their community experiences. As a result of their site experiences, students learn about certain types of careers they do <u>not</u> like, but they are also exposed to others they are

interested in possibly pursuing at some future date. That is, rather than having decided upon a specific career, students generally have eliminated certain areas as viable options, and have identified several others in which they are interested.

$(CE)_2$ was designed to stress individualized learning. In order to examine this aspect of the program, Chapter V focuses on the experiences of a single student. The intent is not to describe the activities of an atypical or typical student, but to describe in an integrated fashion the experiences of a single student. This chapter thus provides an individualized focus which supplements data contained in previous chapters. A brief overview of the student's personal life is presented, and his experiences in the $(CE)_2$ program are then described and analyzed. Oliver (the case study student) originally entered the program with the assumption that it would be an "easy" way to pass his senior year. At the year's end, however, he felt that he had done more work than he would have at Tigard High School. While this was the case, Oliver liked the $(CE)_2$ program. He felt that his relationships with staff members were particularly rewarding and he felt that the curriculum was relevant to his needs and interests. Some of the ways Oliver blocked staff efforts in their attempts to help him realize program goals are also discussed in this chapter. Although Oliver explored a number of different careers, his career interests remained essentially unchanged at the year's end.

The final chapter examines the program as a period of transition from youth to adulthood. While all societies structure the transition from infancy to adulthood, the manner in which this is done varies greatly from one society to another. Furthermore, this transition is, to varying degrees, characterized by both continuities and discontinuities. One of the reasons behind development of the EBCE programs was to find ways to reduce the discontinuities between youth and adulthood, and some of the ways $(CE)_2$ is characterized by both continuities and discontinuities in cultural transmission are described.

TABLE OF CONTENTS

		Page
Preface and Acknowledgements		iii
Abstract		v
List of Tables		xi
List of Illustrations		xiii
Chapter		
1	Introduction: An Ethnographic Approach to the Study of Career Education	1
2	The Tigard Approach to EBCE: Setting, Program and Participants	9
3	Life at the Learning Center	47
4	Out in the Community	79
5	The $(CE)_2$ Experience for Oliver: A Case Study	119
6	$(CE)_2$ As a Transition from Youth to Adulthood: Some Further Perspectives	153
Bibliography		163
Appendix		
A	Operational Guidelines for the Relationship Between Tigard School District and Community Experiences for Career Education, Inc.	167
B	Critical Thinking Wrap-Up Activity	171
C	Student Accountability System	173
D	$(CE)_2$ Staff Roles and Their Descriptions	175
E	Ray Dart's Project at Hawk Aircraft Co.	189
F	Oliver Smith's Project at Washington County Fire Department	203
G	Oliver Smith's Welding Project	301
H	Oliver Smith's Advanced Welding Project	217

LIST OF TABLES

Table		Page
1	Summary of the Percent of $(CE)_2$ Staff Time Devoted to Various Types of Activities	34
2	Staff Ratings of Students' Goal-Related Behaviors	148

LIST OF ILLUSTRATIONS

Map		Page
1	The $(CE)_2$ Learning Center	14

Figure		
1	Agreement Re: Helen Jones' Performance	59
2	Employer Checklist: Explorations	87

CHAPTER 1

INTRODUCTION: AN ETHNOGRAPHIC APPROACH TO THE STUDY OF CAREER EDUCATION

In response to a number of perceived deficiencies in public education programs, the U.S. Office of Education, under the direction of Sidney P. Marland, Jr., sought alternative approaches to programs then in existence (cf. Marland: 1971, 1973). More specifically, in 1971 four career education models were proposed for study and possible development: (1) a school-based model; (2) an employer-based model; (3) a home-based model; and (4) a rural-residential model (McClure, 1973).

Four regional educational laboratories (Appalachia Educational Laboratory, Far West Laboratory for Educational Research and Development, Northwest Regional Educational Laboratory and Research for Better Schools, Inc.) conducted feasibility studies concerning the employer-based model and were subsequently awarded contracts to begin local development of the model in September 1972. Funding for the four programs was later transferred from the U.S. Office of Education to the newly formed National Institute of Education (NIE). During their second year of operation the name of the programs was changed by NIE from "Employer-Based Career Education" to "Experience-Based Career Education (EBCE) in order to account for the wide range of community sites and individuals involved in the programs.

The purpose of this study is to provide an ethnographic account of the EBCE program being conducted at Tigard, Oregon. Known as $(CE)_2$ or Community Experiences for Career Education, Inc.,[1] the program operates as a private nonprofit corporation under a subcontract with the Northwest Regional Educational Laboratory (NWREL).

In this chapter a general description of the ethnographic approach to research and the manner in which this approach has been utilized in the study of a career education program are presented.

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1. $(CE)_2$ is the acronym used to identify the program, and students and staff members commonly referred to the program as "C.E. Two."

Field Work At $(CE)_2$

Ethnography: An Explanation

The term "ethnography" lies within the domain of anthropology, and both its meaning and the research approach associated with this term are likely to be unfamiliar to educators (Wolcott, 1974a:1). An ethnography is the anthropologist's descriptive account of the way of life exhibited by a group of individuals. An anthropologist conducting ethnographic field work in a school setting is thus concerned with observing, recording, and analyzing the behaviors of those individuals connected with the environment under study. In addition, the anthropologist seeks information about the milieu in which the school exists. For example, as I have carried out my research in Tigard, I have continually asked myself questions such as, "To what type of school environment is $(CE)_2$ an alternative?", "What are the attitudes of community members toward this new program?", and "How are the educational experiences students receive in the $(CE)_2$ program continuous and/or discontinuous with those received outside the formal school setting?" The time allotted for the anthropological study has allowed for only a cursory investigation of these contextual factors, but the attention to this broader perspective is characteristic of an ethnographic approach to the study of schools, kinship structure, economic activities, or other aspects of life that come under the anthropologist's scrutiny.

As I have conducted fieldwork, I have thus sought to provide a descriptive rather than judgmental account of the $(CE)_2$ program. As Wolcott (1974b:1) notes

> ...an anthropological perspective on educational evaluation ought to look more like anthropology than like evaluation, more like a study of human process that asks, "What is going on here?" than an attempt to tell some educators that they are "more educator" than others.

The Ethnographic Approach to Research

In contrast to other social scientists who speak of "data gathering," the anthropologist conducting ethnographic research refers to his activities as "field work." This difference in terminology reflects basic differences in research strategies (Foster, 1969:60-61). The ethnographic researcher attempts to immerse himself in the

lives of those being studied. Instead of relying on a number of research assistants, the anthropologist generally seeks to assume responsibility for both the recording and analyzing of data related to his particular study. Ethnographic research thus demands a degree of personal involvement that is uncharacteristic of other fields of social science.

Ethnographic research is also time consuming. Ideally, the anthropologist prefers at least a year of field work prior to writing his findings, and it has been estimated that this phase requires as much time as that spent in actual field work.

> It is a horrid but inescapable fact that it usually takes more time to organize, write, and present material well than it takes to gather it. The notion that one can work in the field for a year and then write a good report while one is carrying a full- or part-time load is idiotic. (People do write in this fashion, but this is one reason why so many monographs are uninspired.) The sensible researcher will allow as much free time to write his report as he spent in the field. If he is really astute and can get away with it, he will allow himself more (Wax, 1971:45).

This demand for time stems in part from the fact that as the anthropologist immerses himself in a given setting, he spends a great deal of time playing the roles of friend and conversationalist in order to establish rapport with members of the group being studied (Boissevain, 1970:71). In contrast to other fields of social science where the researcher has limited contacts with "subjects" or "respondents," the ethnographer uses the term "informant" to refer to those individuals with whom he interacts frequently and has established rapport.

The anthropologist thus "lives in" for a considerable period of time and through the process of participant observation (i.e., by entering as fully as possible into the everyday activities of those being studied), he seeks to establish rapport with his informants. While this process is in progress, the anthropologist is continually observing, asking questions and using a variety of other field work methods (cf. Pelto, 1970) in an attempt to understand and describe adequately the setting in which he has immersed himself.

The Ethnographic Approach At $(CE)_2$

During their third year of operation, the four Experience-Based Career Education (EBCE) programs being developed nationwide have been subject to an external evaluation by Educational Testing Service (ETS). As one aspect of its research activities, ETS employed anthropologists to conduct ethnographic studies at each of the four EBCE sites. These studies are to provide a background for the interpretation of systematically gathered evaluative data, rather than to serve as a substitute for the latter. Primary audiences are the National Institute of Education and potential adopters desiring a descriptive account of how the EBCE program operates at each of the four sites.

Ethnographic studies were not part of the original research methodology proposed by ETS. The rationale for incorporating them stems in part from adverse reactions expressed by project directors toward a behavioral observation methodology proposed earlier by ETS. As part of the latter, two observers were to record simultaneously student behavior at community sites. Project directors were in agreement that this procedure had the potential of reducing the willingness of community volunteers to participate in the program. There was also concern that random observations of behavior at only two or three points in time would not give reliable data, and project directors wanted more contextual data in the study. In addition, it was felt that anthropological studies would be less obtrusive than the procedures proposed by ETS. ETS therefore accepted the suggestion of the project directors to incorporate these studies into its research design.[2]

Prior to ETS's decision to employ anthropologists, evaluators associated with the various educational laboratories suggested that the proposed ethnographic studies focus upon students, in order to supplement and complement the research both ETS and the internal evaluators were conducting. ETS subsequently followed this suggestion.

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2. During the 1973-74 school year, two anthropology students from Stanford University conducted a brief study (approximately 100 hours) of the EBCE program in Oakland, California. Their report appeared as an appendix in the Far West Laboratory's final evaluation report for FY 74 (cf. Alvarez and Hishiki, 1974). It is possible that the suggestion to employ anthropologists was in part influenced by reactions to this report.

As a result, I have focused upon student behaviors and conceptions rather than upon those of staff, parents, or community resource people. While the latter are certainly of interest and importance to the ethnographic researcher, time restrictions have not permitted close attention to these factors. Some of the topics to be described are the setting (context) in which the program exists, the formal structure of the program (e.g., staff and student roles and responsibilities, curricula, learning strategies), and the activities of students as they work on academic projects and interact with their peers, staff members, and individuals in the community.

My field work at Tigard began in mid-November and continued until late April when a period of writing and analysis began. The latter phase continued for approximately three months.

Entering a setting to conduct research poses a number of problems for the anthropologist. A site must be selected, housing secured, one's presence and intent must be explained and in many cases approval must be granted prior to conducting the intended field work. These and other problems of entree are common to field work in exotic settings as well as to field work in schools (Wolcott, 1971.104-106; Khleif, 1974:392).

Since I was employed by an organization responsible for external evaluation of the EBCE programs, my research had, in a sense, been "given the green light" prior to my arrival at Tigard. This did not absolve me from problems of developing entree, however. My initial visit to Tigard was spent meeting staff from the Northwest Regional Educational Laboratory (NWREL) and the $(CE)_2$ program. I explained that my research would focus on student behaviors and conceptions and would be descriptive rather than judgmental in its nature. I also found it necessary to give a brief explanation regarding the nature of ethnographic research, for when I explained that my field work would extend over several months, one $(CE)_2$ staff member asked, "What are you going to do here all that time?" During my first few weeks at Tigard I made it a point to explain my presence to those students with whom I was interacting and I was also given opportunities to explain my presence and the nature of my research at various meetings attended by the $(CE)_2$ Board of Directors, staff and students.

The primary methodology used throughout the study was that of participant observation. Unless he assumes a formal role in the school being studied, however, the

ethnographic researcher is faced with a limited number of roles or avenues for participation (Khleif, 1974:391). One solution is to stress one's behavior as an observer (Wolcott, 1974a: 38-39). This is one of the roles I chose to emphasize for myself. While visitors and brief observers are two roles with which both (CE)$_2$ students and staff are familiar, the presence of an observer on a full-time basis day after day presented them with a new role. During the early stages of my field work, I occasionally found myself asked to re-explain my role, and at times, comments by students revealed their uncertainty about just what this role was. For example, one day when I chose not to attend a staff meeting, one student asked why I wasn't attending. Before I had an opportunity to reply to the question, however, the student replied, "I guess you don't have to attend. You're sort of like a staff member but then you're really not." When occasions such as this arose, I sought to clarify any misconceptions students had regarding my presence. On the other hand, as I began to establish rapport with students, questions regarding my role became less frequent. I was becoming less of a stranger and more of a friend (Powdermaker, 1967).

At the Learning Center[3] I was an observer at a variety of meetings and seminars attended by students, staff, and the board of directors. In addition, I observed the activities of students and staff as they worked individually and interacted with one another, and on one occasion I was an observer during parent/staff conferences. As these observations were carried out, I was continually asking both students and staff numerous questions. Accompanying students to lunch and providing transportation to community sites provided other opportunities for informal conversations.

As I conducted my field work, I constantly carried a small notebook in which I made entries concerning events I had observed or conversations I had participated in or overheard. During formal meetings, I took more copious notes. In the evening, I wrote detailed notes from the entries I had made during the day.

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3. The Learning Center is located approximately two miles from Tigard High School. It houses staff offices and serves as a focus for social interaction, meetings, and individual and/or group study.

When I accompanied students on their trips to community sites, I assumed the roles of observer, informal interviewer, and notetaker. These occasions afforded opportunities to participate with students in a wide range of activities. For example, during my experiences as a field worker at $(CE)_2$ I helped change a tire on an airplane, prune an apple tree, weld steel pipe and label boxes in a stock room.

I frequently questioned students about their experiences at Tigard High School, and, in an attempt to gain a greater understanding of the educational setting from which $(CE)_2$ students were drawn, spent two days as a participant observer at this school. On one of these occasions I followed a student in the Cooperative Work Experience Program, and on the other occasion I accompanied a student who was enrolled in an environmental awareness program known as Alternative Futures. I was also present during recruitment activities when $(CE)_2$ students and staff explained the program to sophomores and juniors.

In addition to participant observation, I used a number of other methods to gather information about the $(CE)_2$ program. At the NWREL I read a voluminous amount of records, published documents and reports in order to gain background information on the program, and I completed a map of the learning center in order to describe graphically its physical setting. I also examined some of the students' written work. For example, I looked at the packets which students are required to submit after they have explored briefly a community site. Since these packets are available for review by other students, they were examined in order to note what types of materials are accessible to others wishing to visit the same site. (The degree to which students did or did not use these materials was determined through participant observation.) Review of other materials included the collection of notices sent to students and an examination of various student records. For example, prior to their acceptance into the program, students are required to fill out an application form in which they are asked to write a paragraph describing their reasons for wanting to enter. This information supplemented that which was gathered during casual conversations with students. Toward the end of my field work I conducted more structured interviews with some students in order to develop an understanding of individual experiences and responses to participation in the program.

Concluding Remarks

In this chapter I have discussed the use of an ethnographic approach to study a career education program. Emphasis in this approach has been on describing the program rather than forming evaluative judgments about it.

Full utilization of this approach has been hampered by the limited time allowed for completion. For example, time has permitted only a brief investigation of contextual factors, behaviors and conceptions of staff members, or the formal organization characteristic of the program. The task facing the ethnographic researcher is a large one, however, for he is constantly faced with the problem of adequately describing and analyzing a broad range of phenomena. The possible range is so broad that the school ethnographer is, in reality, making a contribution toward the ethnography of the setting he has studied (Wolcott, 1974a:2).

While some may view the nonevaluative nature of ethnographic research as a weakness (cf. Owens, et al., 1975:11), I do not. I find myself in agreement with the suggestion (Wolcott, 1975:19) that the questions educators generally pose in evaluative terms--"Is $(CE)_2$ a good program?"--might often be answered just as adequately if answers were sought to nonevaluative questions such as, "What types of activities are taking place in the $(CE)_2$ program?".

By carefully describing and analyzing events in a school setting, the anthropologist provides a perspective which is frequently not characteristic of that taken by educational evaluators. While the research orientation of the latter does not generally lead them to look at "what actually occurs within schools" (Wax and Wax, 1971:8), the field worker does focus on the day-to-day events which take place. In addition, this approach has the potential of presenting the "flavor" of the $(CE)_2$ program in an integrated manner.

CHAPTER 2

THE TIGARD APPROACH TO EBCE: SETTING, PROGRAM AND PARTICIPANTS

In this chapter the setting in which the $(CE)_2$ program exists is described briefly, and an overview of the program is presented. Emphasis is placed on discussions of the formal organization, curriculum, staff, and students which characterize the EBCE program at Tigard.

While $(CE)_2$ is, to varying degrees, different from other school programs, there are a number of similarities between the $(CE)_2$ and Tigard High School programs. For example, both programs invite community members to their schools in order to make formal presentations, and a half-day Alternative Futures program at Tigard High School requires students to complete individualized projects which blend together the three curriculum components (life skills, basic skills, career development) of the $(CE)_2$ program. There are certainly differences between these two programs, but there are also similarities.

The fact that the $(CE)_2$ program exhibits both similarities and differences when compared to other school programs is not surprising to the student of cultural dynamics, for such a student learns that stability and change occur simultaneously. Anthropologist Homer Barnett describes the innovative process in the following terms:

> When innovation takes place, there is an intimate linkage or fusion of two or more elements that have not been previously joined in just this fusion, so that the result is a qualitatively distinct whole. The union is a true synthesis in that the product is a unity which has properties entirely different from the properties of its individual antecedents. If we may use a biological analogy, an innovation is like a genetic cross or hybrid; it is totally different from either of its parents, but it resembles both of them in some respects (Barnett 1953:181).

The above was recognized by one former staff member who once commented, "There's nothing new in the program. It's simply a new configuration of concepts and ideas that works quite well I think... at least in Tigard."

The Program Setting

The Tigard and Surrounding Area

The city of Tigard, Oregon, with its population of approximately 10,000 inhabitants, is located in Washington County about eight miles from downtown Portland. It is one of several communities which form the Southwest Metropolitan Area adjacent to this city. In common with many urban-suburban areas, these communities blend into each other with the transition zones between formal boundaries marked by numerous service stations, fast-food outlets, apartment complexes, and other businesses.

In a letter sent to newcomers to the area, the mayor of Tigard had the following to say about the city:

> Tigard is a relatively new community. It was incorporated in 1961. Much progress has been made during the last few years; much more needs to be accomplished. We hope you will join with other concerned citizens and help us make our city truly terrific.

While many of Tigard's residents work in Portland and other neighboring communities, others are employed in the numerous retail stores, supermarkets, service stations, banks and other small businesses present in the community. In addition, industries in the area employ workers in the field of metal fabrication as well as for the manufacture of such items as photographic equipment and supplies, cutlery, and electrical equipment and machinery.

Portland is the largest city in the state of Oregon and has a population of approximately 372,000 inhabitants. The service, business, and professional organizations in both the city of Tigard and neighboring communities coupled with those in the Portland area offer a wide scope of community sites for student experience. In fact, the diversity in the area is as great or greater than in any other region of the state.

While a few minutes drive from Tigard can place one in downtown Portland, it can also place one in a rural setting characterized by the presence of a variety of farms of varying sizes. The 1969 U.S. Census of Agriculture indicates that there were 1,976 farms in Washington County with an average size of 87 areas per farm. In terms of land area, approximately 37% of the county was farmland (U.S. Bureau of Census 1972:273).

The School District and Its Selection as an EBCE Site

The Tigard School District encompasses an area which includes the city of Tigard and three other incorporated towns, several unincorporated communities, and a surrounding rural region. Although census figures are no longer kept for the district, in 1973 the population of the area was set at 24,000 inhabitants.

The district was formed as a legal entity in 1969, when a high school district and four elementary districts consolidated. At present there are six elementary schools in the Tigard district (three have grades K-6 and three have grades 1-6) with a total enrollment of approximately 3,000 students. In addition, there are three secondary schools (grades 7-9) with an enrollment of approximately 1,500 students and one high school (grades 10-12) with an enrollment of about 1,100. The district is administered by a superintendent, assistant superintendents for curriculum and personnel, a learning manager, and directors in the areas of pupil personnel and curriculum. A publicly-elected school board of five members meets twice monthly to discuss and set policy matters for the district.

When the NWREL began to make plans for the development and operation of an EBCE program, suggestions were sought from officials in the Oregon State Department of Education regarding districts which might be receptive to the program.[1] In order to discuss the feasibility of implementing an EBCE program, contacts were made with officials from several school districts which met the criteria of size and location desired by NWREL personnel. In January 1972, as a result of these discussions, the Tigard School District superintendent submitted a letter to NWREL indicating an interest in working with the laboratory in developing an EBCE program.

While the Tigard School District met the desired location and size characteristics, NWREL personnel also cited the following reasons for viewing Tigard as a favorable site:

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1. NWREL desired to work with a "relatively small school district" close to the laboratory in order to facilitate coordination of efforts as the program was being developed.

1. Tigard administrators did not appear to be overly worried about two matters which NWREL personnel felt would be of concern to potential adopters. More specifically, Tigard officials were willing to allow the district's students to attend a separate school without attempting to force their rules and regulations on the school. Furthermore, they were willing to allow program directors to develop their own system of credit translation without insisting that certain courses had to be taken for graduation.[2]

2. Tigard School District already had a "Career Awareness" program in grades 1-6 and a "Career Explorations" program in grades 7-9. These programs provided evidence of the district's positive attitude towards career education (cf. Marland, 1974: 157-172 for a discussion of the Oregon State plan for career education).

3. One Tigard administrator in particular showed a high degree of interest and enthusiasm towards the EBCE concept.

The Learning Center

A recently-published booklet which describes the EBCE program is titled The Community is the Teacher: Experience-Based Career Education (National Institute of Education, 1975). The title serves to emphasize the fact that EBCE programs were designed so that students could spend a good portion of their "school time" on community sites.

> EBCE is an attempt to take the subject matter that students normally study, add many new ingredients (about people, jobs, self and the way communities work) and let high school students learn about them out in the community through direct experience with adults in all walks of life (National Institute of Education, 1975:1).

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2. Students in the $(CE)_2$ program receive a Tigard High School diploma upon meeting the requirements for graduation set by $(CE)_2$ policies.

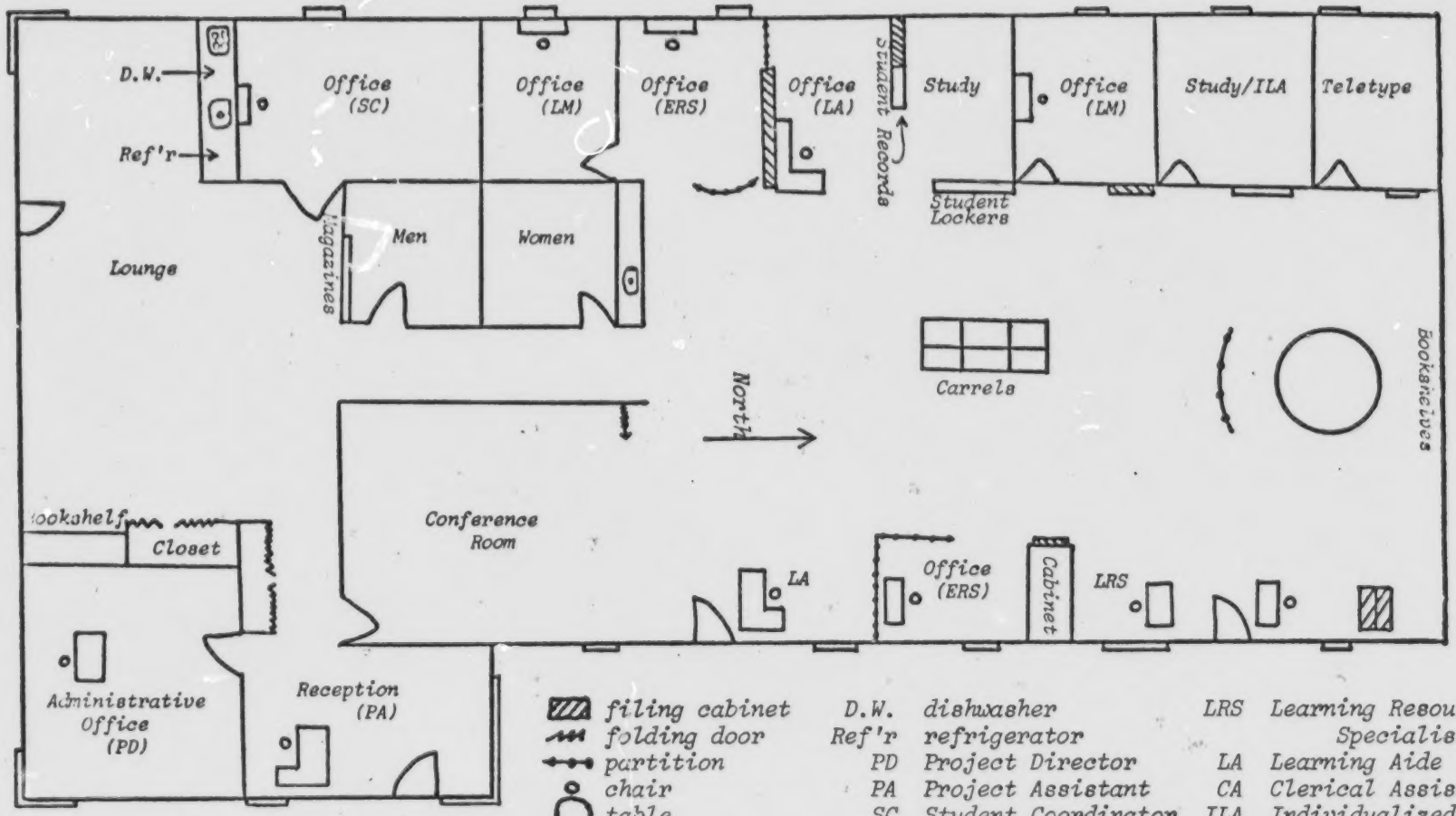
As such, the "classroom" for $(CE)_2$ students can include a courtroom trial in downtown Portland or an auto body shop in Tigard. When students are not out in the community working on program requirements, they can generally be found in the $(CE)_2$ Learning Center (Map 1). In this section of the study, the physical setting of this center will be described. In subsequent sections, the activities which take place there will be described and analyzed.

The Learning Center is located in a medical and professional complex approximately two miles from Tigard High School. This location caused one student to quip that on his first visit to the center he thought to himself, "Now I know why it's down here. It's down here with all the quacks. They're probably keeping an eye on all the kids."

In the southern portion of the center there is a student lounge comprised of both tiled and carpeted areas. The tiled area contains a sink, refrigerator, stove, dishwasher, and soft drink machine. A large round table dominates the central portion of this area. In the carpeted section there are a couch, chairs (of a conventional and bean-bag variety), and a round coffee table. A magazine rack displays copies of various weekly and monthly periodicals and a bookshelf on the east wall of the lounge contains a number of paperback books as well as a few games such as Monopoly, Password, and Battleship. On the south wall there is an arrangement of student pictures. A variety of notices or posters dealing with upcoming social events, student meetings, academic requirements or possible career choices can also be found on the walls. A portable easel serves as a location for presenting announcements to students. During holiday periods (e.g., Christmas) students decorated the lounge area.

On the west wall of the conference area, which is dominated by the presence of a large table, a "student status board" is located. The community site each student is currently placed on as well as the student's status regarding projects and competencies (see the curriculum and instruction section below) are indicated on this board.

The northern part of the Learning Center (a few students referred to this as the "main part" of the center) contains six student carrels as well as a table for student use. A bookshelf on the northern end of the



filing cabinet
folding door
partition
chair
table
desk
stove
sink

D.W. dishwasher
Ref'r refrigerator
PD Project Director
PA Project Assistant
SC Student Coordinator
LM Learning Manager
ERS Employer Relations Specialist
LRS Learning Resource Specialist
LA Learning Aide
CA Clerical Assistant
ILA Individualized Learning for Adults (program for Basic Skills)

Map 1. The $(CE)_2$ Learning Center.

room contains a variety of reference works, pamphlets, books and materials dealing with the $(CE)_2$ curriculum. Student mail slots are on the top shelf. Here staff members place a variety of notices, corrected academic work, and developed pictures which students have taken in the community. Student "lockers" are also in this part of the Learning Center. Here students keep notebooks, completed and uncompleted work, lunches, and clothing. Along the sides are two study areas for students, staff offices, and a computer-terminal room which links the Learning Center with a data network containing information on the job descriptions, training requirements, and opportunities in the Pacific Northwest.

In contrast to Tigard High School and many other secondary schools throughout the nation, one notes the absence of such features as long corridors with their adjoining classrooms, age-graded toilets or lounges, and a gymnasium. While students at Tigard High wrote letters in their school newspaper commenting on the desirability of having a student lounge and the undesirability of girls sneaking a smoke in the bathrooms, $(CE)_2$ students could relax in the lounge and smoke if they chose to do so. In contrast to their peers at Tigard High, $(CE)_2$ students were also free to visit stores in an adjacent shopping center during their lunch hour or break periods.

The Learning Center is correctly described as a "bright modern facility" in a brochure describing the $(CE)_2$ program. The center and adjacent offices present a business-like appearance, and the casual passerby is unlikely to assume that the professional complex houses the physical facilities for an alternative school. In fact, one day when a man walked into the center to ask directions, he looked around and asked, "What is this place, anyway?" Selection of the Learning Center site was not fortuitous. In their search for a location, program developers deliberately sought a facility which would present a business-like image. A suggestion to use a remodeled house was rejected on the grounds that it would present the undesireable image of a loosely-structured "free school" which might hinder community support of the program.

The Transportation System

The program provides van service which transports students to and from the high school (for those using the district's bus service to travel from outlying areas) as well as transports them to the various sites which students

visit throughout the year. Students who use this mode of transportation are required to fill out request forms by 2:30 p.m. the day prior to riding the van so the driver can coordinate the transportation schedule for the following day. Other common modes of travel include the use of personal cars (the favorite method) or the metropolitan bus system.[3] Students also walk or ride bicycles to nearby sites, but these methods of travel are infrequently used. The mode of travel a student is allowed to utilize depends upon parental approval.

While the van system links the center with most sites, a few are not accessible by this system due to their great distance from the center. Students desiring to visit these sites must either drive a car or secure a ride from another student who is visiting the same site or a nearby one.

While riding in the van students generally do not talk about their job sites or other academic matters. When such conversations do take place, they generally occur between individuals who associate together at the center or in response to the van driver's queries about their activities at particular sites.

One consequence of using the van is that students' arrival and departure times at employer sites depend upon the schedule which the van driver has worked out to accommodate the various riders on a given day. An unintended consequence of this system is that students may miss activities at a site which the employer instructor or student feels are important learning experiences. For example, one employer instructor felt that students should be at his establishment during opening or closing hours to adequately understand his business, but van schedules did not permit this to occur. Similarly, on several occasions I was present at employer sites when students had to cut short their activities in order to meet the van schedule for that day.

Another unintended consequence revolved around the requirement that students schedule themselves the day prior to using the van. When one student failed to do this, she elected to ride the buses even though she claimed to "get lost" when she rode them. Her efforts

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3. Students who drive their own cars are reimbursed 8¢ per mile if they drive without passengers and 13¢ per mile if they arrange to take two or more students to other sites. Bus tickets are provided for students electing this mode of travel.

to try to use the bus system were reinforced by staff members, and arrangements were later made to have another student accompany her on the buses. As a result, the student became less wary of using this mode of transportation.

Organization of the Program

When officials of the Tigard School District indicated formally their desire to work with the NWREL in the development of an EBCE program, funding from the U.S. Office of Education had not yet been approved for the project. In early March 1972, after a grant was awarded to the laboratory, plans began to be developed for implementation of the program.

In late August, as a result of a series of planning and advisory meetings involving school officials, NWREL personnel, employers, students and other community members, articles of incorporation for a non-profit corporation called "Community Experience for Career Education $(CE)_2$, Inc." were filed with the appropriate state officials. Approval of this document allowed the project to become a legal entity. According to the $(CE)_2$ bylaws, those individuals and organizations which had filed Letters of Intent to participate in the program by September 1, 1972 (three days after incorporation) were considered members. Section 2 of the bylaws indicates the process by which new members may be admitted to membership in the corporation:

> Any individual, institution, organization or agency interested in the work of Community Experiences for Career Education, Inc., as of September 1, 1972, is eligible for membership on signing a Letter of Intent. Evidence of membership is a Letter of Intent on file with the program administrator. All students enrolled and participating in the $(CE)_2$ program and parents of students enrolled and participating in the program are members of the corporation.

Duties of $(CE)_2$ and NWREL

It has been noted that $(CE)_2$ operates under a subcontract with NWREL. As a result of an agreement worked

out between the two organizations, $(CE)_2$ is given the responsibility for designing and operating the program at Tigard. Tasks which fall in this area include such matters as student selection, staff hiring, maintaining community involvement, and curriculum development and delivery.

NWREL is given responsibility for preparing and implementing an evaluation program and preparing information reports and other products for use by adopters and other interested parties. Providing community and interagency liaison support and directing replication efforts are two additional functions undertaken by NWREL.

In actuality, these various duties are intertwined. For example, evaluation requires that testing and other forms of data-gathering be carried out at the Tigard site, and replication activities involve the scheduling of visitors to the site as well as $(CE)_2$ staff time for the purpose of making presentations to interested parties. Problems of overlap were worked out by both parties. As an example, the February 1975 $(CE)_2$ board of directors meeting was spent attempting to reach a compromise between NWREL and $(CE)_2$ officials concerning implementation of 1975-76 replication activities.

The $(CE)_2$ Board of Directors

Prior to incorporation, a planning group functioned to provide advice on such matters as the writing of bylaws and articles of incorporation and the recruiting of employer and community participants. Upon incorporation, $(CE)_2$ became governed by a board of directors. The first members of this group were chosen by the planning group as well as by selected employers who had indicated an interest in participating in the program.

Currently there are fourteen members of the board of directors. In accordance with the bylaws, the following member classifications are represented in the board's membership: three labor representatives, six employers who provide learning settings for students, two parents, one Tigard school board member, one student, and one member-at-large. Six of the current members also held membership on the first board. With the exception of the elected student representative, board vacancies have

thus far been filled through appointment by those still holding membership on the governing body.[4]

The board of directors meets monthly in the conference room at the Learning Center to discuss program-related matters such as the subcontract with NWREL, relationships with the Tigard School District, naming of new board members, staff salaries, and graduation requirements. Approximately a week prior to these meetings the program director and board chairman meet to settle on an agenda. An executive committee (composed of the board's chairman, vice-chairman and secretary plus the program director) or special committee may deal with matters of importance in the interim period between meetings and report their decisions at the board meetings for approval or modification. Discussion during board meetings is often led by the program director. That is, he presents information relating to matters under discussion. If action is to be taken on an issue, the program director will also generally note his recommendations prior to discussion or voting on the matter by board members.

While the $(CE)_2$ bylaws note that board meetings are "open to interested persons", in actuality non-board members (with the exception of the project director and program assistant) do not generally attend these meetings. Exceptions occur when NWREL staff or Tigard School District officials attend to provide information on matters of concern to their respective organizations. Arrangements are also made for attendance by $(CE)_2$ students and staff members at some of the meetings. These encounters serve as opportunities for informing board members about student activities and staff functions as well as provide opportunities to socialize board members regarding the worth of the $(CE)_2$ program.[5]

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4. $(CE)_2$ bylaws call for the election of several board members in the fall of 1975 when the terms of office of the current members expire. Current plans do not call for these elections, however, until the program is supported wholly by the Tigard School District.

5. Presentations or discussions by $(CE)_2$ students or staff take place during the early phase of the meetings. After their business has been conducted, they most often leave the meeting.

Relationships Between $(CE)_2$ and the Tigard School District

A formal agreement between $(CE)_2$ and the Tigard School District outlines the responsibilities and relationships of the two organizations and is subject to annual review and renegotiation. Under the terms of this agreement, $(CE)_2$ is given responsibility for policymaking regarding the staff, students, and activities of the $(CE)_2$ program, and is to provide the following educational services for those students in the district who are enrolled in the program:

> Proper settings, instructional materials, staff and resource people to enhance the students' learning opportunities; insurance, transportation, agreements with organizations, special charges for tuition and arrangements with participating organizations for released time for training and interaction.
>
> A career education center to complement student learning experiences in employer and community settings.
>
> The experience-based program will include
>
> - locus outside the secondary school
> - student exposures to a diversity of career experiences
> - a comprehensive set of educational experiences
> - a personalized set of employment exposures and educational experiences for each student
> - opportunity to explore as well as study indepth employment opportunities of students' choice
> - opportunities for improvement in mathematics, reading, communications skills, and citizenship

Other matters relating to student selection, exchange of student records, use of the district's transportation system by $(CE)_2$ students, issuance of diplomas, and participation by $(CE)_2$ students in the curriculum offerings and other activities at Tigard High School are also outlined in this agreement (cf. Appendix A).

The $(CE)_2$ governing structure allows for school district representation on its governing body. As a result, one $(CE)_2$ board member is also a member of the local school board. Plans call for increased school district participation in governing the $(CE)_2$ program in the coming years. For example, in 1975-76 a professional staff member from the school district is to be added to the board, and in subsequent years the local school board is to work in conjunction with the $(CE)_2$ board to fill positions on the latter body. Future plans also call for concurrence by both boards in decisions regarding rehiring or replacement of the project director.

An agreement between the Tigard School District and NWREL also provides funding for liaison services between $(CE)_2$ and the school district. As a result of this consensus, a Tigard High School teacher served half time as a $(CE)_2$ staff member in order to become familiar with the program's operations and design. On a few occasions, selected staff members from the high school were also invited to the Learning Center to observe activities and talk with staff members about their duties and responsibilities.

The assistant superintendent of curriculum was also regarded by $(CE)_2$ staff as a key administrative liaison. On several occasions he attended $(CE)_2$ board meetings, and he sporadically visited the center to observe activities and/or clarify matters of mutual concern with the project director.

Curriculum and Instruction

In this section a brief overview of the curriculum and instruction aspects of the $(CE)_2$ program will be presented. The program was designed to emphasize individualized learning in which students are given opportunities to develop their own topics and styles of study. Group activities are the exception rather than the rule. Community-centered learning (i.e., learning in situations outside the formal classroom setting) and the integration of traditional subject matter are also stressed in the program.

Curriculum Components

The $(CE)_2$ curriculum is divided into three content areas or components: life skills, basic skills, and career development.

The "life skills" component is designed to provide learning experiences in the areas of critical thinking, science, personal-social development, functional citizenship and creative development. Included within this component are thirteen competencies, considered to be the survival techniques needed to function adequately in today's society. They include:

1. transacting business on a credit basis
2. maintaining a checking account in good order
3. providing adequate insurance for self, family and possessions
4. filing state and federal income taxes
5. budgeting time and money effectively
6. maintaining the best physical health and making appropriate use of leisure time
7. participating in the electoral process
8. responding appropriately to fire, police and physical health emergencies
9. understanding the basic structure and function of local, state and federal government
10. explaining one's legal rights and responsibilities
11. making use of public agencies
12. making application for employment and successfully holding a job
13. operating and maintaining an automobile

The "basic skills" component includes those reading, mathematics and communications skills needed by students for entering the career or career preparation program of their choice, and the "career development" component is designed to aid students to identify and refine career choices.

These three curriculum components were developed to achieve the following outcome goals (Northwest Regional Educational Laboratory, 1974b: 10-12):

Direct Outcomes

Life Skills

1. Critical Thinking: Students will increase their ability to gather, analyze and interpret information and to seek solutions to problems.

2. Science: Students will increase their ability to recognize and apply scientific procedures and methods and be able to analyze the impact of technology on natural environments and cultural values.

3. Personal-Social Development: Students will increase their ability to determine "Who they are," "What they are" and "Where they are going" and accept the responsibility for the effect that their behaviors and attitudes have on themselves and other people.

4. Functional Citizenship: Students will increase their ability to understand democratic processes in the private sector and in local, state and federal government by applying those processes in their personal actions as well as in their relationships to private and public institutions.

5. Creative Development: Students will increase their ability to identify the effects of, and participate in, the creative process of blending new and/or existing materials, ideas or concepts into unique forms or experiences.

6. Competencies: Students will demonstrate survival skills that cover the economic, planning, legal-political, health-safety, property maintenance, recreational and occupational aspects of living. These Competencies reflect the community's perceptions of behaviors that are considered some of the minimal functional requirements for living in today's society.

Career Development

1. Students will increase their knowledge of their own aptitudes, interests and abilities and apply this understanding to their potential career interests.

2. Students will increase their knowledge of social, governmental and economic issues and trends in the world of work.

3. Students will develop the general skills of job finding, job application, on-the-job negotiation and dependability necessary in daily work interactions.

4. Students will analyze potential careers for financial and psychological inducements, preparation needs and preparation programs available.

Basic Skills

1. Students will be able to perform applied skill tasks related to careers of interest to them.

2. Students will improve in their performance level of the Basic Skills (reading, writing, oral communication and mathematics).

3. Students will become aware of the level of Basic Skills needed to enter careers of interest to them and will understand the relationship of that level to their current Basic Skills proficiency.

4. Students will demonstrate an increased willingness to apply Basic Skills to work tasks and to avocational interests.

Indirect Outcomes

1. Students will broaden the range of sources they use (people, events, institutions, laws, books, etc.) in gathering information for work and decision making.

2. Students will demonstrate the ability to conduct conversation with an adult that reveals the student's self-confidence and understanding of the other person's message and feelings.

3. Students will demonstrate an increase in self-initiated behaviors and in assuming responsibility for carrying out and evaluating tasks which they agree to complete.

4. Students will demonstrate an increase in behaviors that reveal: a tolerance for people and institutions who have different values, ideas or background than themselves, an openness to change and a willingness to trust others when circumstances warrant.

5. Students will include data from their total sensory system as part of their input into their decision making process.

6. Students will be and feel better prepared to assume imminent adult responsibilities and relationships.

Learning Strategies

A variety of instructional or learning strategies are utilized to impart the $(CE)_2$ curriculum content. In this section I shall discuss the following strategies: projects, explorations, competency certification, journals, employer seminars and a variety of other methods such as individual work with tutors, skill building levels, and special placements.

Projects. Students conducting work in the life skills areas (with the exception of the competencies) work on projects. Ideally, these projects involve the placement of students at employer or community sites where their work in a particular life skills area is integrated with work in the basic skills and career development areas. Projects are designed according to a standard format which includes activities to be performed, resources to utilize in carrying out these activities, and products and performance criteria. Five of the projects (one for each life skill area) are "preprepared". The activities, resources and products/criteria are spelled out in these prepared projects, but students are free to negotiate changes with their learning managers (see the discussion on staff below) in the resource and product/criteria areas. The other five projects are individually developed for students by the learning managers and/or students themselves.

Explorations. Explorations are brief (most generally three-day) visits to employer sites which are designed for the purpose of allowing students to learn about the duties, qualifications, working conditions, etc., of a variety of careers. Upon the completion of an exploration, students are required to fill out a packet in which they comment about the career explored and analyze it in terms of their own interests and abilities as they perceive them.

Learning levels. Those students desiring a more intensive immersion at a given site are placed on a learning level which may extend over a period of several months. Students engage in project work and to varying degrees they are given opportunities to learn about and acquire the skills, attitudes and knowledge associated with the career or careers under scrutiny.

Competency certification. In completing work for each of the competencies, students are required to perform specific activities. For example, competency #2 (maintaining a checking account in good order) requires the following:

(A) Given the form, the student will make application for opening a checking account. This will be done to the satisfaction of a bank officer.

(B) The student will demonstrate to the satisfaction of a bank officer the ability to write a check correctly.

(C) The student will demonstrate a basic understanding of checking account procedures to the satisfaction of a bank officer.

To receive credit for a particular competency, students are to complete the required activities and then obtain certification from designated individuals in the community whose work relates to the competency.

Journals. Students are required to turn in a two-page written journal once a week to a "correspondent."[6] (The latter term refers to the $(CE)_2$ staff member to whom the student has submitted the journal.) After reading the journal, the correspondent returns it along with written responses or comments. The journal is regarded as a private communication between student and correspondent. That is, the latter is not supposed to share its contents with others.

While students are free to determine the topics for discussion, a booklet on the subject which is given to students at the beginning of the year suggests the following as possible topics: the work site; projects; the $(CE)_2$ program; other meaningful experiences.

Some of the staff members claimed that journals helped them understand better what particular students were thinking and doing. One stated forthrightly, "I find the journals give me more information about the students than anything else including face-to-face conversation."

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6. In lieu of a written journal, students may at times submit a tape-recording or meet with a correspondent to discuss topics of interest.

It should be noted, however, that students often claimed they had nothing to write about in their journal and also that they were sometimes behind in turning them in on schedule. The following excerpt from my fieldnotes illustrates how one student dealt with the latter situation:

> I talked with Larry today in the center.[7] He said that he is behind seven journals and was catching up on his work. He had written some paragraphs to turn in but was in the process of copying verbatim definitions from a book he had used last year in a course for athletic trainers. Although he was still in the process of copying, I noted at least four pages of definitions.[8]

Employer seminars. Monthly employer seminars are scheduled at the Learning Center but in actuality are sporadically held. When they did occur, employers and other community resource people were invited to the center for the purpose of examining topics relating to the career development component. For example, during the 1974-75 school year, seminars were held which dealt with such topics as the relationship between the economy and environment, job discrimination, management-labor relationships, and job seeking.

Other methods. In addition to the learning strategies noted above, a number of other formal techniques are used in the $(CE)_2$ program. For example, individualized programs in math and communication skills are available to supplement basic skills work and over half of the student body worked on these materials.

In February, two tutors were hired to aid students who were working on individualized materials. In the past, tutors were also hired for more specific purposes (e.g., a tutor was hired to aid one student develop his skills in leatherworking), but costs have limited the widespread use of this practice.

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7. In order that my informants remain anonymous, I have used pseudonyms throughout the report.

8. It was not common for students to engage in this practice of copying, but a variety of other methods were used to catch up when students fell behind. These methods included turning in less than the required two journal pages, increasing the margins or the size of writing used, increasing the attempts to tape record or "talk" a journal (see footnote 6). Students received credit for their work when they were able to "slip through" these products.

$(CE)_2$ students may also choose to enroll in courses at Tigard High School or Portland Community College, but few avail themselves of this opportunity. During the first semester, four students were enrolled in courses at Tigard High School and two were enrolled in the community college. Those students who chose to attend classes at the high school had to coordinate their $(CE)_2$ schedules with their classes at the high school. At times problems arose in coordinating the transportation system to accommodate these students. That is, those students who used the van system might have to stay at the high school for a longer period of time than they desired due to the necessity of transporting students to other sites.

Student may also be placed on community sites on "skill building levels" or "special placements." The former is undertaken to allow a student to acquire particular job skills, while the latter involves placement on a site for purposes other than the study of specific jobs or careers. Activities on the site are intended to be for study or research in an area of interest to the student.[9] The majority of students do not participate in these two types of learning strategies.

In order to obtain information about various careers, students may use the Career Information System (CIS). In this system a computer terminal links the center with a data bank containing information about jobs and training in the Northwest. Students most frequently used the system in conjunction with exploration activites.

The numerous interactions among students or between students and staff can also be classified as one of the learning strategies characteristic of the $(CE)_2$ program. For example, students may exchange information about sites visited, and a "critical thinking wrap-up activity" (Appendix B) is designed to stimulate student reflection concerning project activities.

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9. The distinction between learning level and special placement is hazy and at times caused confusion for $(CE)_2$ staff members. For example, during a staff meeting in December, a considerable amount of time was spent discussing whether a particular student's placement should be termed a learning level or special placement. Similarly, when I approached one staff member about the rationale for calling one student's activities in the community a special placement, the reply was, "I don't know. You'll have to talk with Harvey (another staff member) about that. He's the one who made the decision."

Graduation Requirements

As noted earlier, students who complete graduation requirements are awarded a Tigard High School diploma and are eligible to take part in the school's graduation ceremonies. Students are also given a special certificate which signifies that they have attended the $(CE)_2$ program and presented with a "Record of Student Performance." This portfolio outlines briefly the $(CE)_2$ program and describes the various projects and other activities the student has completed. It is designed to serve as a transcript for students as they seek employment or pursue further educational training.

The requirements for graduation are:

Projects: Ten projects are required per program year, two in each life skill area. Credit for one of the critical thinking projects may be obtained by completing a critical thinking wrap-up activity after each project.

Competencies: All thirteen competencies must be completed.

Employer Site Utilization: A minimum of five explorations must be completed per program year. Students must also demonstrate adequate employer resource utilization as judged by employer instructors and staff.

Any of the above requirements are subject to modification or waiver upon the written recommendation of a staff member and approval by the project director.

The Maintenance System

In his study of a rural-suburban secondary school, Cusick (1973:18-19) discusses and analyzes the production and maintenance subsystems which existed there. He defines the former as "everything that is directly designed to assist in the transmission of knowledge, skills and behavioral patterns" while the latter is the system which is "designed to support and reinforce various productive activities." While these systems are in many cases difficult to separate clearly, in this section I shall focus upon certain aspects of the $(CE)_2$ program which function to regulate and monitor student behaviors for the purpose of supporting program goals.

The school year has been divided into eight "program year action zones". These are defined in the student handbook (which is passed out to students at the beginning of the year) as

> ...a specific segment of the program year designed as an aid to the scheduling and completion of your learning activities. Program year action zones also provide a regular checkpoint for evaluating your progress in the $(CE)_2$ program.

At the end of each time zone, a staff meeting ("zone debriefing") is held to assess each student's standing in relation to program requirements. Students who have not completed all zone requirements are to meet with staff members to discuss plans for completing the unfinished work.

The zone system was initiated during the 1974-75 school year to provide a closer check on student activities as the year progressed. Students who had been in the program before the implementation of the zone system most often felt that it was useful in helping them manage their time. As one student commented:

> Right at first I thought I could do a hell of a lot better without time zones. Now it seems easier.

Records such as the sign in/out sheets and weekly time reports are also used to record student activities and location on a daily and weekly basis.

In addition to the zone debriefing, weekly staff meetings ("student staffings") are held for the purpose of discussing the achievements and behaviors of approximately ten to fifteen students. During these discussions, courses of action may be isolated and agreed upon to assist students who are deficient in meeting program objectives, and reinforcement techniques are discussed for those who are meeting or exceeding program requirements.

One of the standards which staff use in passing judgement regarding student behavior is the "student accountability system" (Appendix C). This set of guidelines outlines appropriate student behavior as well as punitive measures for dealing with individuals who do not meet program expectations.

$(CE)_2$ Staff

$(CE)_2$ staff members themselves make a distinction between professional staff and support staff. The former consist of the program administrator, two learning managers (LM), two employer relation specialists (ERS), a learning resource specialist (LRS), and a student coordinator (SC). The program director is a certified secondary school administrator and all other professional staff members are certified teachers. (The student coordinator and one employer relations specialist are also certified guidance counselors.) The support staff consists of a project assistant, a learning aide, a clerical assistant and a van driver. A brief overview of the roles various staff members ideally perform is presented below. For a more comprehensive description of staff roles and qualifications, the reader should consult Appendix D.

Professional Staff

Program Administrator

The program administrator is responsible for directing the day-to-day operations of the program according to the policies established by the board of directors. This task includes such duties as managing personnel and financial matters and coordinating contacts with community agencies and individuals. Working with other members to settle policy and discipline issues are other responsibilities of the program administrator.

Learning Manager (LM)

The learning manager works with students to develop individualized learning plans. This involves such tasks as student counseling, writing, negotiating and evaluating projects, and serving as a journal correspondent. The learning manager also maintains records of student project and journal work and provides feedback to parents regarding student activities. In conjunction with other professional staff members, the learning managers assess student strengths and weaknesses, implement the student accountability system, and coordinate student learning activities.

Employer Relations Specialist (ERS)

The employer relations specialist recruits and maintains a network of employer sites, works with employer instructors to identify possible learning activities for students and provides feedback to learning managers regarding possible project activities at a given site. The employer relations specialist also assists students in selecting sites and arranges for student placement at these sites. Maintaining records of student activities on employer sites, evaluating exploration packets, and providing feedback to parents are additional duties of the employer relations specialist. In conjunction with other professional staff members, the employer relations specialists assess student strengths and weaknesses, implement the student accountability system and coordinate student learning activities.

Learning Resource Specialist (LRS)

The learning resource specialist recruits competency certifiers and oversees the certification process. Coordinating student work on individualized programs in basic skills, arranging for tutorial help in this area, and maintaining instructional media equipment and the library are additional duties. The learning resource specialist also maintains records relating to competency certification and student progress in the programmed basic skills materials. Providing feedback to parents and working with other professional staff members to assess student strengths and weaknesses, implementing the student accountability system and coordinating student learning activities, are also responsibilities of the learning resource specialist.

Student Coordinator (SC)

The student coordinator directs the student recruitment process, oversees record exchanges between $(CE)_2$ and Tigard High School, administers student assessment tests and maintains records for each student which include such items as high school transcripts, notes taken during staffing meetings and copies of disciplinary actions

administered. Coordinating various student activities and staffing meetings as well as providing feedback to parents are additional responsibilities. The student coordinator also works with other professional staff members to assess student strengths and weaknesses, implement the accountability system and coordinate student learning activities.

During the 1973-74 school year, professional staff members were asked to provide a self-assessment as to how their time would be spent during a "typical week." The results are shown in Table 1.

Support Staff

Program Assistant

The program assistant serves as a secretary to the program administrator and board of directors, maintains financial records and reports, and makes arrangements for various visitations and meetings at the center.

Learning Aide

The learning aide maintains a record-keeping system which documents student progress in the curriculum component areas and provides various secretarial services.

Clerical Assistant

The clerical assistant maintains records relating to student placement on employer sites, receives phone calls for staff and students and provides various other secretarial services.

Van Driver

The van driver coordinates and operates the program's transportation services.

TABLE 1*

Summary of the Percent of $(CE)_2$ Staff Time Devoted to Various Types of Activities

Staff Position	Administrative Tasks	Interactions w/Staff	Working w/Students**	Interactions w/community People***	Record Keeping & Preparing Student Materials	Percent
Project Director	32*-*	18	4	46		100%
Learning Managers		14	43	10	33	100%
Employer Relations Specialists		10	28	32	30	100%
Learning Resource Specialist		15	38	28	19	100%
Student Coordinator	Data Not Available					

* Source: FY 75 Final Evaluation Report of the NWREL Experience-Based Career Education Program. NWREL: Portland, Oregon. 1974, pp. 77.

** Includes student/staff conferences

*** Includes student/parent/staff conferences

- Percentage of weekly time

$(CE)_2$ Students

During its first year of operation (1972-73), the $(CE)_2$ program operated with a student population of 25. The following year there were 50 students in the program, and 62 students (31 juniors, 13 new seniors and 18 returning seniors) were enrolled at the beginning of the 1974-75 school year. The number of students varied throughout the year, however, as some students returned to the local high school, moved out of the area, dropped out, or were asked to leave due to their unproductiveness. In addition, several students (two from outside the local school district) were admitted to the program as the school year progressed.

Enrollment in the program is limited to juniors and seniors in order to avoid regulations of child labor laws which would restrict student involvement on employer sites.

Population Characteristics

Program developers had planned that students in the $(CE)_2$ program would consist of a representative cross-section of those enrolled at the local high school. During the first year of operation, however, the program attracted students who tended to be low-achievers at Tigard High School.[10] This trend continued into the second year when the $(CE)_2$ student population was described as follows:

> The $(CE)_2$ students are similar to those from the random sample of Tigard High School students with respect to previous employment history, number of community organizations in which they have participated, number of hobbies listed, number of books reported read last year, and ethnic background.[11]
>
> $(CE)_2$ students differ from the random sample of Tigard High School students in that the

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10. In his study of alternative school enrollees in Minneapolis, Terrill (1975) found that high achieving students (measured in terms of standardized test scores) tended to opt for less "traditional" types of programs.

11. Tigard High School students are ethnically homogenous. More than 95% of the student population is "white" (of Northern European extraction). All $(CE)_2$ students are "white."

> $(CE)_2$ students more often reported having had previous job awareness training, were more interested in attending a technical or trade school, less interested in attending college and had fathers with less formal education (NWREL, 1974a: 12).
>
> The baseline data indicate that $(CE)_2$ students are more vocationally oriented, less interested in school, weaker in Basic Skills, have a higher absence rate and score as being less "mature" on the PSM[12] than their counterparts at Tigard High School (NWREL, 1974a: 16).

In an attempt to obtain a more representative student population, an effort was made to recruit academically successful students who were "self-directed." As a consequence, recruitment presentations stressed opportunities for college-bound students.

Of the 87 students who did apply for admission to the $(CE)_2$ 1974-75 program, 13 were judged by their high school counselors to be highly motivated, and they were guaranteed admission to the program. The remaining pool of student applicants were then randomly assigned (by means of a table of random numbers) to either the $(CE)_2$ program or a Tigard High School control group.

It should be noted that the above description of the student selection process refers to the "ideal" manner of choosing the student population for the 1974-75 year. In reality, "social considerations" play a role in the process of student selection. For example, last year one student was reclassified from the control population to the $(CE)_2$ population when it was learned that the student's father was very strongly in favor of his son being admitted to the program. Similarly, one out-of-district student whose parents were friends of an active employer participant in the program was admitted because "it would be good for the program."

Those staff members who have been associated with the program two years or more say that this year's student population is a "better" group than those of previous years. Measures such as the School and College Ability Test (SCAT) and Comprehensive Tests of Basic Skills (CTBS) indicate that this year's student population received higher scores than last year's population, but they

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12. Psychosocial Maturity Inventory, Greenberger, et. al., The John Hopkins University, 1974.

received lower scores than a Tigard High School random sample (cf. NWREL, 1975, for a comparison of student populations). One staff member who has been associated with the program for three years still feels that the program does not attract a representative cross-section of Tigard High School students when one considers such factors as motivation or scholastic achievement. At a staff meeting, this individual drew the following diagram on the drawing board in the conference room to indicate his thoughts on how the $(CE)_2$ student population compared with that at Tigard High School. (The variables on the baseline referred to motivation, scholastic achievement, etc.)

In an effort to increase the number of "bright" students in the program, staff members also discussed the possibility of admitting these students on a part-time basis. They could enroll in high school courses necessary for college entrance and a $(CE)_2$ program would be developed around the student's career interests. No steps were taken to follow this plan through during student recruitment for the 1975-76 school year, however.

Some $(CE)_2$ staff also feel that their program is viewed by various Tigard High School staff members as a program for dropouts or under-achievers. For example, one staff member noted that while they would be contacted about the possibility of enrolling "problem students" during the school year, they were never contacted to arrange a program for a "bright" student who had essentially finished his work and might benefit from learning on one of the sites in the $(CE)_2$ employer network. In an effort to change these notions, various Tigard High staff members were invited to visit the $(CE)_2$ program, learn about how it operates, and assess the materials and instructional practices to determine their potential adaptation to Tigard High School.

In talking about the $(CE)_2$ program, several students remarked that their program was viewed with some disdain by their fellow students. The following student comments reveal this attitude:

> As I was talking with Rose about how she compared the $(CE)_2$ program to the offerings at Tigard High School, she remarked, "They [Tigard High School students] all think it's a dropout program." Paul

(he was seated nearby) added, "That's right. That's what they think about us."

Mike reported today that his friends at the high school refer to him and other $(CE)_2$ students as "sleazy two."

The degree to which the above attitudes were or were not representative of Tigard High students must remain a topic for further study. Most of the students I talked with during the two days I spent at Tigard High were either uninformed about the program or only vaguely familiar with its existence.

Student Recruitment and Selection

Student recruitment for the 1975-76 school year took place in Mar[illegible] when arrangements were made with Tigard High School [illegible]ficials to give presentations to sophomore and junior classes. Prior to these presentations, letters were mailed to the parents of prospective students to inform them of both the recruitment schedule and the nature of the $(CE)_2$ program.

$(CE)_2$ students and staff participated in the classroom presentations which took place at the high school over a two day period (one day for each class). In addition, some $(CE)_2$ staff members were present at the high school the day following formal presentations to answer further questions regarding the program. An evening meeting for prospective students and their parents was also held. At this meeting, $(CE)_2$ staff, students, parents of students, board members and employers talked about the program and answered questions. Interested students were also invited to visit the Learning Center to observe the program, and several availed themselves of this opportunity.

The following excerpt from my fieldnotes illustrates the events that transpired at one of the student recruitment presentations:

4th Period Presentation

Three staff members were present at the meeting. In addition seven $(CE)_2$ students were in attendance.

One staff member began by noting that a sign-up sheet was being passed around, and students were asked to sign it so that there would be a record of how many attended.

While this was being done, the other staff members and $(CE)_2$ students were introduced.

Harvey (staff member) then spoke about the program. He described it as an alternative program, and students have a choice of whether or not they want to join. There are currently 60 students enrolled in the program and graduates receive a Tigard High School diploma. If they so choose, they are also entitled to attend the graduation exercises with their classmates at the high school. "We have a rather fancy purpose which is helping young people make the transition to adulthood," he noted. He stated that the program is designed for students who want to go on to college, trade school or work. He continued by noting that the student's work is not divided into courses but includes work in broad areas such as functional citizenship, personal-social development, etc., and about half a student's time is spent at employer sites. The program differs from the more traditional high school in that at $(CE)_2$ the staff attempts to determine what the student wants to do, and they then develop a learning plan around this.

A slide-tape on the $(CE)_2$ program was presented next. It stressed the fact that community work is emphasized rather than classwork and covered the curriculum components (life skills, basic skills and career development) by giving a brief description of what is included in each of these areas.

Several students also spoke briefly about the program. Their comments were, for the most part, quite short. For example, Carl listed the sites he had visited this year. A staff member then asked what he had been doing at Carter's Garage (his current site). He replied, "Just working on engines and stuff." Carl was also asked what he thought of the program, and he replied, "It gets you better prepared for the future. You have a better chance to get a job."

After three of the students spoke about the program, Harvey again took over by noting that the program is built on the student's interests with at least one-half their time spent in the community. The Learning Center is used for group study, meetings, individual study and negotiation of their work with staff members. He added that the staff members expect students to be productive, and they should not expect $(CE)_2$ to be an easy program. When students keep up on their work, the staff won't bother

them, but when they fall behind, they will bring "all sorts of pressures" to bear to keep them abreast of the work.

Application forms were passed out next and questions were solicited. One student asked, "Do you have to go to $(CE)_2$ all day long?" Harvey noted that students spend a full day. Work is done on employer sites, but students can take coursework at Tigard High School and Portland Community College if they desire.

Another staff member added that there are no grades. In conjunction with their learning managers, students evaluate their own work. Persons on job sites also evaluate their work. It was also noted that students can continue to participate in extracurricular activities while in the program.

Harvey stated that they are at times asked about early graduation. He said that there are "no stock answers" to this question. This would have to be worked out on an individual basis. He also noted that graduates are given a portfolio which outlines the work they have completed. If needed, a student's work will also be translated into grades for college transfer purposes.

"Can you go out for sports?" a student asked. "Yes," was the reply.

Staff members then began to deal with the students on an individual basis by answering questions and further explaining the program. Some of the $(CE)_2$ students also addressed themselves to student queries.

One staff member did note for all to hear (in response to the question of a student she was talking to) that a van provides transportation, buses can be used, or students can use their own cars. If they choose the latter option, they will be reimbursed 8¢ per mile or 13¢ per mile if they carry two other riders. It was also added that there is no fee to join $(CE)_2$.

The bell rang as the staff member continued speaking. Some students lingered to have their questions answered; others left at the bell.

As a result of the recruiting efforts, approximately 270 applications for enrollment were taken. Of this number, about 70 were reported to have been returned for

consideration. (Students were given approximately a week after the above-mentioned evening meeting to return their applications.) From this applicant pool, 13 "aa" (above average) students were granted entry due to their high scholarship as judged by high school counselors. (This was due to a continued effort to get a more representative cross-section of Tigard High students.) Five students were also granted entry due to the fact they had applied for the program two years in a row. The rest of the students were to be selected on a random basis.[13]

Reasons for Entering

When students were queried about their reasons for joining the $(CE)_2$ program, their answers most often reflected adverse feelings about certain curriculum and organizational qualities which characterized Tigard High School.[14] Many students found the curriculum to be boring and irrelevant at the high school. The non-graded nature of the $(CE)_2$ program, and the repetitious scheduling of classes (which some felt were too large) at Tigard High were other reasons which many students cited as having influenced them to join the $(CE)_2$ program.

The influence of friends either already enrolled in the $(CE)_2$ program or still at the high school was also cited by a number of students as having been a determiner of their decision to join. For example, when I asked one student why he had joined the program, he replied, "I got talked into it." When asked to elaborate, my informant indicated that both he and his girlfriend attended one of the formal recruiting presentations. His girlfriend subsequently signed up for the program and talked him into doing the same. Others indicated that after talking with $(CE)_2$ students about the program, they decided to sign up.

When students fill out an application form for admittance to the program, they are asked to write a paragraph which describes their reasons for wanting to enter $(CE)_2$. The following are some of the responses given by the 1974-75 student population:

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13. Since I was not present when selection took place, I am uncertain as to whether "social factors" played a part in the selection of this latter group.

14. Cohn and Finch (1975) report similar results in their study on two alternative high schools in the St. Louis area.

I can't get anything out of school and I think $(CE)_2$ will help me for later in life. I just sit in my classes but I don't learn anything that's why I want to be accepted in $(CE)_2$.

I have talked to some people that I know that are in $(CE)_2$, and I liked the impression I got from them. I feel I am not learning all that much in High School and wish to further my education with your $(CE)_2$ program.

I think I have learned all I need to know in this school for what I would like to do in the future. I'm also tired of the same old thing day after day, year after year.

I don't like school.

I want to learn more about careers and I like the the way $(CE)_2$ prepares you for higher education and a career. I also think $(CE)_2$ would be a more exciting and a better way to learn what I need to learn.

Student Adjustments to and Student Attitudes about the $(CE)_2$ Program

Developers of the $(CE)_2$ program have created a large number of new terms to describe various program elements, and new students are faced with the task of learning the program's new "language." As students recounted their initial adjustments to the program, it was not uncommon for them to comment on the confusion these new terms created for them, and even as the school year was nearing an end I occasionally heard students refer to an ERS as an LRS or vice versa. For my own part, it was several weeks before I had mastered the system well enough to understand what one learning manager meant when he said, "The student, EI and I sat down and sort of did an oral LSAF together."

For the most part, students liked the $(CE)_2$ program. They judged the curriculum interesting and relevant; they enjoyed the relative freedoms afforded by the program such as the ability to move about the community or smoke in the student lounge, and they found the staff to be friendly and willing to take time to talk with them about their concerns. The following comments illustrate some widely-held student opinions about the program:

Pete said that he does more work in this program than he did at Tigard High School (THS) and he does his work during school hours. He has little in the way of homework to do. (This was the case at THS also.) Pete indicated that he likes the $(CE)_2$ program better than THS, however. "Instead of sitting in a classroom everyday you get to do different things", he noted. He also added, "You like what you're doing and you want to do more work." Pete mentioned that much of his work at THS did not have any relevance for him. For example, he noted that in history classes he had to learn the dates of past events. He commented, "Why do I have to learn that? What good is that going to do me? You can understand the reason for what you're doing here."[15]

On our trip to Portland, I asked Susan about her views towards the $(CE)_2$ program. "Once you go to $(CE)_2$ it's hard to go back [to THS]," she remarked. I asked her to elaborate and she responded, "Well, you sit in the lounge studying or sit on the floor to do your work.... You couldn't do that at the high school."

I did encounter one student (Roger) who was an exception to the generally positive opinion, however. Roger felt that one year in the $(CE)_2$ program was adequate for gaining enough job exploration experiences. That is, he didn't feel that spending two years in the program would give him any better idea about career possibilities. As a consequence, he returned to THS after completing his junior year in the program.

Roger was also uncertain about how well the $(CE)_2$ program would prepare him for college. He was unsure that he was getting the necessary background in mathematics and other subjects he needed and felt that he might have to make up work which he missed while a $(CE)_2$ student. He once noted: "You can't get too far away from the traditional high school." In line with his belief that the $(CE)_2$ program "needs more emphasis on basic skills work," he enrolled in an algebra class at THS in order to obtain what he felt was a needed background in this area.

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15. It should be pointed out that student opinions varied concerning the difficulty of the $(CE)_2$ program when compared with that at THS. Some felt the two programs were "about the same" in terms of difficulty, others felt that $(CE)_2$ was easier while still others felt it was harder.

Most students claimed that they had adjusted to being away from their friends at THS. As one student noted, "You miss your friends but in a different way. You can still visit them, but you can meet new people." This situation proved too much for one student, however, and isolation from friends was one factor which influenced his decision to re-enroll at THS for his senior year. He commented, "I like to turn out for sports, and part of it is just being around with the guys. Over here I've missed my old friends. I just haven't been able to get used to it. It's not the same."[16]

Concluding Remarks

In this chapter I have presented a brief overview of the $(CE)_2$ program. Emphasis has been placed upon some of the program's formal structural features rather than upon what occurs when students spend time in the Learning Center or move out into the community. The latter will be emphasized in subsequent chapters of this report. In this section, some summative and interpretive comments will be made regarding the material which has been presented.

Location

A site location for the program which is apart from the parent high school tends to reduce potential conflicts which may arise between $(CE)_2$ and Tigard High in such areas as desired standards of student behavior (e.g., freedom to smoke or move about the community).

A separate location also reduces interactions between $(CE)_2$ students and their peers at Tigard High. While most $(CE)_2$ students claimed to have adjusted well to this situation, this feature makes the program unattractive for students who participate actively in extracurricular activities and social events at Tigard High School. For the most part, $(CE)_2$ students did not participate in these types of activities, but one student who did chose to re-enroll at the high school in order to interact more frequently with friends who shared his interest in high school athletics.

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16. Most $(CE)_2$ students do not participate in extracurricular activities at Tigard High. During the first semester, only five $(CE)_2$ students were engaged in some type of extracurricular activity at the school.

Transportation System

Close proximity of the learning center to Tigard High facilitates the use of the school district's bus service, but in order to make a wide variety of community sites available to students a separate transportation system is necessary. Problems of scheduling arise in the implementation of this system which may subvert intended program goals. For example, students may miss activities at a site which employer instructors feel are important learning experiences, and students may have to cut short their activities in order to comply with the van schedule. Similarly, students electing to attend classes at Tigard High had difficulties at times in coordinating their transportation schedules.

Increased familiarity with public modes of transportation is sometimes a positive unintended consequence of these scheduling problems.

Organization of the Program

The formal relationship between $(CE)_2$ and the Tigard School District gives the former responsibility for policymaking regarding the design and implementation of the $(CE)_2$ program. This relatively autonomous relationship has permitted flexibility in program development (e.g., unique standards of student behavior and graduation requirements could be developed). On the other hand, this relative autonomy has been accompanied by limited communications between Tigard High staff members and those at $(CE)_2$. As a result, many faculty members at Tigard High are uninformed about the nature of $(CE)_2$. Furthermore, $(CE)_2$ staff members feel that high school faculty members view $(CE)_2$ as a dropout program. In an attempt to rectify this situation, various Tigard High staff members have been invited to visit the $(CE)_2$ program to learn how it operates. The effectiveness of this undertaking as well as the attitudes which Tigard High staff members actually hold regarding $(CE)_2$ must remain topics for future study.

Student Population and Adjustments

Program developers hoped to attract a representative cross-section of those enrolled at Tigard High, but thus far there has been a tendency to attract "low achievers". (Staff members agree that the student population is "better" each year, however.) Students who elected to join $(CE)_2$

often held adverse feelings about various curriculum and organizational characteristics at Tigard High. $(CE)_2$ students occasionally commented that their program was viewed with disdain by their peers at Tigard High, and it is possible that this opinion has influenced students' decisions about joining the program.

While an elaborate recruitment process is carried out each year, present and former $(CE)_2$ students play a strong role in recruiting new students (i.e., informal student communication supplements or may even supplant the formal recruiting process). A study of the peer groupings at Tigard High and the friendship mix between Tigard and $(CE)_2$ students may indicate that the "grapevine" effect has tended to perpetuate the type of student who now seems attracted to $(CE)_2$ without special recruiting efforts. It is a possibility that the peer groupings and friendship mix of "bright" students and "low achievers" are mutually exclusive or nearly so. As a result, "bright" students may have no, limited, conflicting or inappropriate information about the program.

Those concerns which led one student (Roger) to re-enroll at Tigard High may also spread through the grapevine. An extended formal information system or modifications in the program opportunities may be necessary to attract a representative number of "bright" students whose paramount concern is eligibility for college entrance.

Language

Developers of the $(CE)_2$ program have created a new "language" which fosters a sense of newness-uniqueness. This serves to create a sense of cohesiveness among students and staff members. It also causes confusion for students during their initial adjustments to the program, and some students never seem to master the numerous terms associated with the program. As a result, these students have difficulty explaining the program to employer instructors (who also have difficulty mastering the new "language").

CHAPTER 3

LIFE AT THE LEARNING CENTER

$(CE)_2$ students are required to fill out a daily sign in/out sheet which is intended to provide a log of their activities. In actuality, these sheets provide only a minimal amount of information concerning what they are doing. For example, in late March one student put down the following on his sheet:[1]

LC 7:30
Lunch 12:00
Home 2:30

My observations of this student's behavior on this day are contained in the following excerpt from my field-notes:

> I arrived at center about 9:00 a.m. As I was driving into the parking lot, Dale and Fred were getting out of Dale's car. They had just returned from the store, and Fred was eating some cheese and crackers. Dale had a 7-Up bottle in his hand, and he offered me a drink. Dale talked with me about his project at Pacific Supply and he showed me the written work he had turned in for a preprepared project. He also began to talk about cars, and I accompanied him outside where he showed me the new muffler and engine parts he had put on his car last weekend. About 10:50 a.m., Dale, Fred and I went to lunch at Eaton's (a restaurant within a short walking distance from the Learning Center). We returned around 11:30 a.m. and Dale sat down in a chair to look through several National Geographic magazines. I also observed him talking with Phil about fishing rods and reels. He continued to engage in these activities (perusing magazines and chatting with peers) until 1:15 p.m. when he left the center to get a competency certified. (Dale didn't return to the center when this task was completed.)

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1. The student had already filled the sheet out by the time I had arrived at the Learning Center.

In the above incident (and numerous others) there is an inconsistency between what students do and what their daily logs indicate they do. In this section, I shall focus on student activities at the Learning Center. That is, what are students doing when they spend their time at the center rather than in the community?

Student Interrelationships and Activities

Peer Groups

Studies of high schools from the early 1940's (Hollingshead, 1949) to the 1970's (Cusick, 1973) note that students spend a great deal of time in cliques or small groups. $(CE)_2$ students also exhibited such behavior. During a student meeting, I recorded the following student comments regarding this behavior:

> During the discussion concerning student use of the Learning Center, Flora noted that there are "three main groups here at the center." She feels they include: (1) those who congregate in the back tables (i.e., northern part of the Learning Center); (2) those who use the conference room; and (3) those who tend to congregate in the lounge. She continued by stating that one of the reasons for their being at the Learning Center is to get to know each other. She feels this goal isn't being reached when students group themselves together and some students feel awkward in joining the other groups. Sherry spoke up and disagreed. She said that she didn't feel awkward about mixing with members of all three groups. Flora replied that she didn't intend to imply that <u>all</u> students feel awkward but <u>some</u> do.

As I began to focus upon student groups, I found that Flora was partially correct in her observation. I did isolate the three groups she spoke of, but I noted others as well. In addition, there were some students who were not core members of any group. They would be accepted in the activities of one or more groups, but they also spent a good deal of time working alone. There was also one isolate. This student spent most of her time at the center working quietly in one of the carrels, and she seldom interacted with other students:

> I observed Mary for about an hour and a half today (i.e., I sporadically observed her actions during this period). She was sitting at one of the carrels the entire time. When several students began talking nearby (they were standing behind her chair, then gradually moved beside it) she continued to focus on her book and did not acknowledge their presence (those talking nearby did not acknowledge her either).

While peer groupings serve to increase contacts between members, they also result in reduced interactions between those of different groups. For example, some of those who spent their time in the lounge seldom ventured into the northern part of the Learning Center. One of these students once remarked: "It's [the northern part of the Learning Center] all bright and schoolish. Besides, I don't like to study there because there are some people I just don't care for back there." In a sense she was right in her description, for the lounge was darker, the air was often filled with cigarette smoke, and the cushioned couch and chairs seemed more informal than the molded plastic chairs in the other parts of the center.

On the other hand, there were students whose time in the lounge was generally restricted to those occasions when they walked through to the parking lot, took a smoke break or attended one of the infrequent formal meetings held there. It was individuals such as these who called the northern part of the center the "main part." For them, the term was apt.

Staff members did not feel that students should use the lounge for studying. During one of the student-staff meetings when the use of the lounge was being discussed, students were given a handout which noted that the lounge should be used for: (1) normal conversation; (2) relaxing--reading a magazine/newspaper; (3) taking a break (15-20 minutes); and (4) eating snacks (at the table in the tiled section only). For the most part, staff members did not rigidly enforce this scheme, and some students continued to make this part of the Learning Center the locus for their activities. Towards the end of the year, however, several students who were behind in their work did lose the privilege of using the lounge except for brief breaks.2

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2. This disciplinary action occurred after I had discontinued my observations at the center. I am, therefore, uncertain as to how strictly the policy was enforced.

One of the consequences of reduced student interactions was that students did not normally share information about community sites or other activities with those outside their groups. That is, student groupings tended to interfere with achievement of two of the indirect outcome goals (#1 and #4) of the program which are listed on pages 24 and 25 of this report.

On several occasions I did observe staff members attempting to increase student interaction by encouraging students to seek information from those with whom they did not normally interact. For example, when several students approached the LRS about a competency (#7) which involved passing a basic first aid test, he referred them to another student who was on a learning level (see p. 25 for a description of this learning strategy) at the American Red Cross.

Student groupings also had an influence on student-staff interaction patterns. For example, the LRS was visually and verbally accessible to those who congregated at the table in the northern portion of the Learning Center. As a result, he had more interpersonal contact with these students than with those who spent their time in the lounge.

Cadres

Since most of the $(CE)_2$ curriculum is individualized, shortly after the school year began staff members proposed that students form cadres as a means of initiating small-group discussions both among themselves and with staff members. They subsequently divided the students into five cadres each with a professional staff member in the group. (The employer relations specialists were not members of the cadre groups.) When the concept was presented to the students, they wanted to form their own groups and this is what transpired. Due to the staff's desire to have membership in the cadres approximately equal in number, the groups that were formed did not correspond with the informal peer groups. Some cadres contained members of several of the informal groups, and one cadre was a "catch all" group formed by those students who either did not join other cadres or were prevented from doing so due to the limitations on size noted above.

In early December, after meeting a couple of times, the cadre members voted among themselves to decide if they wanted to continue meeting together. One group decided to meet monthly, one decided to meet bi-monthly and three decided to meet at the discretion of the

group's members. Those cadres that intended to continue meeting did not do so, however, and the groups became non-existent after the December meeting.

In short, cadres were a staff-initiated concept, and their composition did not correspond to the informal peer groups which characterized student life at the Learning Center. If the cadres had corresponded with these peer groups, it is possible that they might have served the end staff members desired. On the other hand, $(CE)_2$ students generally showed an aversion to attending formal meetings.

Activities at the Center

On any given day, an observer at the learning center will note that some students are writing their journals or working on projects, competencies, basic skills work or other academic matters as they are seated at the carrels, in the lounge, or in other parts of the Learning Center. Since most of the curriculum is individualized, students generally do not have to work together to meet program requirements. As the following two cases illustrate, exceptions occur on those occasions when students are working on the same project or competency, when help is desired from another student, or when two or more students are planning to work together on some matter:

> John, Erick and David were seated at the large table in the lounge talking and working on some academic matters. Erick was working on the competency dealing with filling out income tax forms, and he was asking David questions about the form (e.g., he wanted to know where to enter certain figures.) After being asked several questions, David looked at the form and commented that this was the same problem he had been given when he passed the competency. He told Erick to follow the instructions, but the latter kept asking questions. He continued to do so when I left.
>
> The two employer relations specialists were seated in the conference room inspecting the student status board as they placed students on job sites. As Cheryl walked by, one ERS called out, "Cheryl, you need a site [for an exploration] this week." "I'm working on my competencies this week," she replied. "You're also going to spend 15 hours a week on job sites," the ERS noted. Lynn (a close

> friend of Cheryl's was standing with Cheryl and commented, "Come on. Let's find one we can go on together." The two girls returned to a nearby table to talk about a site which they could both go to for exploration credit.

When students worked on academic matters, their activities were generally interspersed between conversations about non-academic affairs. The following illustrates a common example of this behavior:

> This morning Fred and Yvonne were seated at the table in the northern part of the Learning Center. Fred had some basic skills worksheets in front of him, and as he talked, he worked on them. The majority of his time (between 10:30 a.m. and 11:30 a.m. when I observed the group) was spent in talking with Yvonne and the other students seated at the table. For the most part, they talked about activities they had engaged in last weekend--Rose talked about the movie she had seen; Fred talked about skiing; and Yvonne talked about a skating party she had attended. During the conversation, Fred remarked that Yvonne had been goofing around and hadn't done any work all day. Yvonne quipped, "What do you mean all day? I haven't done anything the last two weeks." [NOTE: Yvonne was working on basic skills materials later in the day. Her statement was obviously made in jest, but is not unrepresentative of the way some students talk about what they have been doing.]

In his study of a "traditional" high school, Cusick noted the same phenomena:

> More and more, as I continued in the school, I saw that the student's most active and alive moments, and indeed the great majority of their school-time, was spent not with teachers and subject-matter affairs, but in their own small-group interactions which they carried on simultaneously with their class work (Cusick, 1973:58).

There were certainly individual differences in the amount of time students did or did not devote to work on academic affairs while at the center. For example, in comparison with other students, Mary (the isolate referred to above) spent an exceptional amount of time

working at one of the carrels. Others were seldom observed working on academic matters. At times, the latter situation was a topic for student discussion:

> While in the lounge today, I overheard Matt ask Bob, "Are you all caught up with your work?" Bob replied, "Sure, why?" "I don't know, I just never see you do any work," Matt noted.

It is noted that when students did want to work on academic matters at the center, they occasionally found themselves without a quiet place to study. If the basic skills study room was occupied, students were faced with such options as lying on the floor in the room housing the computer terminal, seeking refuge in one of the staff office spaces, or attempting to work in spite of the conversations and other activities in progress around them.

In addition to working on academic matters, attending meetings and visiting with friends, student time at the center was also spent on activities such as writing letters, reading magazines or doing embroidery.

A parking lot abuts the southern end of the Learning Center, and those students who drive cars park them here. During the day students might sit together in their cars to talk, listen to the radio and smoke cigarettes.

Trips to nearby stores, Tigard High School or community sites are also common. As a result, the total student population present in the center fluctuates during the day.

Student-Staff Interactions

In this section I will discuss formal and informal interactions between students and staff. The former refers to pre-arranged interactions while the latter refers to meetings of a more spontaneous nature. Emphasis will be placed upon interactions between a single student and a single staff member. Meetings among several members of both groups will be discussed later in the chapter.

Formal Interactions

$(CE)_2$ students are expected to meet with their learning managers on a regular basis each week. During these times, the student and learning manager may discuss the possibilities of developing a specific project, negotiate changes in an ongoing project, or do the critical thinking wrap-up activity for a project just completed. These sessions are also times when non-academic work is discussed, and one student commented that she used the weekly meetings to discuss a variety of "personal things" with her learning manager.

Other staff members also schedule meetings with students to clarify points which deal with their particular area of jurisdiction in the program. For example, the LRS schedules meetings to check on student progress in the competency area and to arrange a tutorial schedule for basic skills work. The employer relations specialists also set meetings with students to talk about such matters as student activities on employer sites or the possibility of placing a student on a new site. When students run afoul of the student accountability system, they might also be scheduled to meet with the student coordinator and other staff members to discuss the problem area.

Informal Interactions

The above types of interactions also took place informally as both students and staff members moved about the Learning Center. As the year progressed, these informal interactions tended to supplant the formal interactions noted above. For example, during chance encounters between an ERS and a student, the latter could be informed of new sites or arrangements would be made for placement in the community. The LRS would also check students' progress as they passed by his desk to

check their mail slots, and students would approach staff members about matters of concern rather than wait for regularly scheduled meetings. The following examples from my fieldnotes provide illustrations of these informal interactions:

> Judy was in an ERS's office talking about site placements. When the conversation was finished the ERS walked out of the office as Andy walked by. The ERS called his name and indicated that a new photography site had just been recruited. Andy asked a couple of questions about the developing equipment at the site, and the ERS noted what was available there. Andy talked about the developing equipment at another site, and the two then launched into a discussion of some pictures the ERS had recently enlarged. As the conversation died down, the ERS moved to the far end of the room where Bernie was sitting. Arrangements were made to place him on an exploration at Ernie's Texaco.

> Janet was walking by the LRS's desk and stopped to chat. She noted that she would be at her employer site tomorrow and wouldn't be able to keep her appointment with the tutor. "Do you have an appointment for next week?", the LRS queried. "Yes, but I have to cancel it," Janet replied. When asked why, she responded, "Because I have to go out [to the employer site] next Tuesday." "All right, let's negotiate right now," the LRS stated. The two went into the ILA room where they set up a new schedule for meetings between Janet and her tutor. In the next five minutes, the LRS talked with four other students about their work in the competencies. All these cases occurred when he indicated a desire to talk with them as they passed by his desk.

In addition to these school-related matters, students and staff also engaged in numerous informal conversations about matters of mutual interest--one staff member might talk to the students about fishing, another about rifles and target practicing, and still another about art and rock concerts.

Social Control

As they interacted informally with students, staff members often sought to "reinforce" behaviors which they

deemed desirable. One former staff member noted that keeping students motivated in terms of carrying out their work independent of continual supervision was a constant problem for staff members. This former staff person also felt that failure to stimulate independent work was one of the main weak points of the program. It might have been this aspect which caused a staff member to quip, as she reviewed the records of a student who was behind in meeting program goals, "If we could just get rid of the kids...the program's great!"

Reinforcement often occurred during the casual conversations between students and staff members.

> One of the staff members talked with Will about the progress he has been making in completing deficiencies. Will indicated what he had done and stated that he should be caught up by Friday as required. The staff member encouraged him to get his competencies signed off and noted, "Fantastic! You've done a lot of work, man. You should pat yourself on the back."

> An ERS was talking with Cindy about her learning level at Carl's Flowershop. She said that she had stopped by the shop yesterday, and Burl (an employer instructor) showed her the floral arrangement which Cindy had made. "He was so proud of your work," the ERS commented.

Sometimes student projects involved the construction of various articles which could be brought back to the center for examination by staff and students. When this occurred, staff members made it a point to praise the student's work. The following provides an example of this behavior:

> Fred brought his tape carrier to the center today. (He had made it during his learning level at Monty's Cabinet Shop.) A staff member noted that he had done a real nice job on it and added, "The next time I see it if you don't have a chain around it, I'm going to take it." Several students also commented on the nice job Fred had done.

Besides verbal reinforcements, written notices ("positive postcards") were sent to students and/or their parents when staff members felt that students needed a little extra praise for the work they had been doing.

Food (a popular topic of conversation among $(CE)_2$ students) was also used as a means of positive reinforcement. Those students who had met zone requirements at mid-year were treated to coffee and pie at a local restaurant. When one student began to take typing lessons for project credit, her learning manager and an ERS promised to treat her to dinner at a posh Portland restaurant if she reached a specific typing rate.

While staff members attempted to reinforce and accentuate behaviors which they deemed desirable, their roles also required them to control interactions so that the business of $(CE)_2$ could continue as they desired. This phenomenon caused one staff member to express concern at a staff meeting over a student who "is treating us like we're his peers rather than the other way around."

When students crossed the threshold from acceptable to unacceptable behavior, they were reprimanded by staff members. For example, when a student made a disparaging remark about one staff member's ethnic background, he was taken aside and privately "lectured" about the incident. Most staff attempts at regulating student behavior revolved around the program's academic requirements, however, as the following incident illustrates. Here a chance meeting between the two parties provided an opportunity for the staff member to remind the student of his program requirements status.

> Ken approached me at the center today and asked if I had finished writing my observations. (I had accompanied Ken to his employer site yesterday.) I noted that I had, but as I did so, a staff member (we were standing just outside his office space) joined the conversation by noting that Ken had better get going on his project as he needed credit for his work. Ken insisted that he would get it done, and the staff member suggested that he get busy right now. "There's student staffing this afternoon. How's it going to look if I say that you haven't got anything signed off on your project, but you say you'll get it done?" Ken insisted he would get going on the project as he left the immediate area.

A more formalized technique of social control was the accountability write-up. Any staff member who noted undesirable behavior (based on the student accountability system) on the part of a student could indicate the behavior(s) needing correction as well as the action to be taken on a form provided for this purpose. (This

action was often taken as a result of the student staffing and zone debriefing meetings discussed below.) These slips were then placed in the students' mail slots to inform them about the matter. Often a conference took place between the student and one or more staff members (the project director frequently attended these meetings) to discuss the unacceptable behavior and the corrective actions which had been suggested. As examples of the latter, students might be required to spend extra time at the center working on academic matters, and it was also common to set completion dates for incomplete work. If the latter were not met, the student was faced with the loss of academic credit, and in some cases they also lost the privilege of going to a particular community site. Figure 1 provides an example of one of these "contracts":

When such measures failed, students might be placed on probation. Suspension or dismissal from the program were used as last resorts, but both these actions were taken during the 1974-75 school year.

Staff pressure on students was in part influenced by the time zone system. As a particular zone was ending, staff pressure for closure increased, but when a zone was beginning, these pressures were likely to be reduced. Students tended to work in a coinciding pattern. That is, the beginning of a time zone was a period of reduced effort while the end of a zone period was characterized by increased efforts to meet program requirements.

At mid year, a policy was begun which required that every student who was behind in meeting zone requirements spend an extra hour of work at the center each day. (Students are expected to have a "six hour productive day.") The policy was established by staff members in the hopes that students would catch up on their work and also become more efficient in the use of their time. This time could be spent either in the mornings or afternoons, but most students elected the latter option. Students were required to check in with a staff member when they began this make-up period, and they were to check out when they had completed the session. Work was to be done in the conference room or northern part of the center, and friends were not allowed to work together.

The above description represents the way staff members had designed this aspect of the program to function, but the make-up sessions did not occur as planned. When the policy was started, students were monitored by staff members to see that they were working as outlined above, but in a short time students were observed studying with friends, using the lounge during this time or

April 30, 1975

Agreement re: Helen Jones' performance

1. Helen will select another employer site for exploration purposes by 3:00 p.m. May 1, that site not to be one she has already been on but an entirely new site.

2. She has to meet exactly the times, the hours, the schedule and all of the other arrangements on that site, no matter whether she is ill, has a toothache, or whatever. If she has any physical reason that she cannot make it, she is to inform Ellen (an ERS) first, her employer instructor second, and her mother will have to verify whatever reason she gives.

3. The packet must be in on the exact date specified by Ellen and must be of acceptable quality.

4. Helen is not to attend any other employer site than the one to which she is assigned, and is not to accompany any other students to their employer site, no matter whose permission she gains first.

5. She will keep an appointment with Fred (her LM) on Monday to discuss the remaining three projects and dates for completion.

6. Helen will be caught up with journals by May 9.

7. Helen understands that if any of the above listed provisions are broken she will automatically and immediately be asked to leave the program permanently. Responsibility for graduating with her class is entirely hers. It is our estimate that if she continues to perform at her present level graduation will not be possible. If she meets all dates negotiated with her Learning Manager and utilizes employer sites to the satisfaction of her Employer Relations Specialist, the possibility of timely graduation is still there. That graduation will depend upon her satisfying all graduation requirements.

Signed: _____

Figure 1.

merely spending an extra hour at the center visiting with friends. A week after the policy had begun, I noted the following behavior:

> Students who are behind in their work were in the center this afternoon. Contrary to what staff members had stated, these students are permitted to sit and talk with their friends.

During most of the year, staff members were inconsistent in the degree to which they enforced the policies regarding make-up time. For example, on some days attempts were made to see that students were working on academic matters while on others students were allowed to talk with friends. I also noted one occasion when a student on make-up time was permitted to help staff members install a bulletin board in an office at the center.

Towards the end of the year, staff monitoring of student make-up time became less inconsistent, and students were more likely to be working during this time than earlier in the year. This was also a time when students themselves were more interested in completing requirements for graduation.

Characteristics of Student-Staff Interactions

As students and staff members conversed, they used each other's first names. This relaxed aspect of interactions was stressed by staff members at two of the student recruitment sessions which I attended.

Interaction was also often characterized by a great deal of banter. For example, some students used the dimunitive version of one staff member's name ("Danny") when talking with him, or they merely called him "Danny Boy." When I was talking to one student, he referred to the fact that it was sometimes "funny" at the center. When asked to elaborate, he replied, "Sometimes there's a lot of joking going on here." His comment may in part have been prompted by the following event which had just taken place:

> Two men were in the replication office today (NWREL maintains a replication office in an adjoining office space). About noon they came over to the Learning Center to observe what was going on. Bob commented to some nearby students, "I should look real smart and talk to those dudes." (This caused laughter among the students he addressed his remarks to.)

> He then approached a $(CE)_2$ staff member and asked if he would introduce him to the men as one of the "good" students. The staff member commented that he would introduce him as a "meat head". "Yeah, I'm going to introduce you as a meat head," he replied. This comment (provided with a smile on the staff member's face) brought laughter to Bob and those students who had been watching his antics.

A good deal of physical touching, initiated by both students and staff, also takes place as they interact. The following are two examples of this behavior:

> While I was in the ILA room talking with Michael, a staff member walked in. Michael began to kid her about how nice she looked, and as he did so, he grabbed her and sat her on his lap. As he did so, she exclaimed, "Oh Michael!" She also smiled and shook her head at his actions as she left the room.

> After the graduation this evening, I observed the physical closeness and touching which so often characterizes student-staff interactions. For example, Bob was approached by one of the female staff members who verbally congratulated him, then hugged and kissed him. Marilyn and Elaine (staff members) also congratulated him and hugged him.

The majority of student-staff interactions are thus spontaneous rather than scheduled. They are also characterized by a great deal of banter, and physical contact accompanies interactions on many occasions. Anthropologist Jules Henry (1971: 123) notes that these (spontaniety, banter, use of teacher's first name, physical contact) are some of the qualities which indicate "social closeness" between teachers and pupils. His characterization applies to the student-staff interactions at $(CE)_2$.

I did note differences in the degrees to which students and staff engaged in the above behavior. For example, not only was Mary isolated from her peers, but she was also somewhat of an isolate from staff members as well. That is, she did not seek interrelationships with staff to the degree that other students did, and the staff in turn did not initiate as many conversations with her as they tended to do with other students. While Mary's case represents an extreme case of low student-staff interaction, it does emphasize the point that while "social closeness" was generally characteristic of

student-staff interaction, there were differences in the degree to which both parties exhibited the behaviors which Jules Henry isolates as being characteristic of this condition.

As the year progressed, definite friendship patterns developed between certain students and staff members. The parties in these relationships frequently carried on casual conversations at the center, went out to lunch together, and at times even continued to interact in extra-school settings. For example, one staff member went fishing with some of the students and another occasionally took a few students target practicing with him. In addition, several students volunteered to paint a floor in one staff member's house, and others helped move the furniture and household goods of another into a newly-purchased home.

Some students also came to the Learning Center during vacation periods to visit among themselves or with staff members. One staff member commented during the Christmas break:

> They just come and hang around and talk. They act like they haven't got a home... They really love us. Put that in your report.

On occasion, I also observed former students of the program at the center. The following recounts one of these instances:

> Alan (a $(CE)_2$ graduate last year) was in the center today talking with two staff members. One asked if his experience at...had helped him get his present job. (Alan is currently employed at a...) He replied that it hadn't. He indicated that he was able to get the job through the influence of a friend rather than as a result of the experiences he had in the $(CE)_2$ program. Alan talked with the staff members about a number of topics--his job and new car as well as shooting (target practicing). Alan was urged to try to get experience on a wide variety of equipment at the shop where he is working in order to improve his future employability. As the conversation was coming to a close, one staff member invited Alan to drop by the center some time so the two could go target practicing. [NOTE: Alan did return to the center and went shooting one afternoon with the staff member.]

Student-Staff Interactions at $(CE)_2$ and THS: A Comparison

When asked to compare student-staff interactions at $(CE)_2$ with those at Tigard High School, students commented approvingly that $(CE)_2$ staff members spent more time with students than Tigard High School teachers did. In his analysis of a "traditional" high school, Cusick (1973) notes that low student-staff interaction was an unintended effect of the school's socio-cultural characteristics. In contrast, the $(CE)_2$ program was designed to permit a great deal of student-staff interaction. As one student noted (in regard to $(CE)_2$ staff roles): "That's [interacting with students] their job...not correcting papers and stuff."

Students also commonly commented on the banter which characterized student-staff interactions at $(CE)_2$, and some perceived a greater sense of equality in these interactions when compared with those at Tigard High (e.g., "They joke around with you a bit more. They treat you more like they're working with you rather than [being] your boss;").

For the most part, students enjoyed their interactions with staff members, and the quality of these interactions certainly contributed to the favorable attitude many held toward the program. The following comment illustrates this widely-held attitude:

> It's [interaction with staff] made me sort of get attached to it [$(CE)_2$]. It's made me like the program and the people involved. Like at first I thought Karen [staff member] was an old prune, but she's got a sense of humor in her own way.

Student Meetings

Student meetings were scheduled on a sporadic basis in the lounge, and all students were asked to attend. As such, these meetings were one of the few occasions when most of the $(CE)_2$ student body was grouped together at the learning center. These meetings were scheduled by staff members at those times when they felt a need to inform students about program-related matters on a group basis. In line with the program's goal of increasing independent actions on the part of students, the meetings were also to serve as a forum for student-staff discussion and debate about certain aspects of the program. These

meetings additionally served as occasions when students who were on schedule in terms of zone requirements would be given public recognition by staff members (their names were read aloud and they might be asked to stand). The following notes were taken during one of these meetings which was held in mid February:

> The meeting began at approximately 2:10 p.m. One of the staff members began by noting that the purpose of the meeting was to share some information about events which will be taking place the rest of the year. She then introduced three new students who have recently joined the program and pointed out the calendar by her office door. This will be used to post dates for competency meetings as well as events at the high school which may be of interest. She also noted that this Thursday and Friday [the student meeting was held on Monday] there will be a staff retreat, and she discouraged students from going to the high school on Friday. [Students are responsible for going to their job sites on Thursday, but there will be no school on Friday.] Harvey [staff member] added that there was no reason for students to be at the high school on Friday. This is a teacher workshop for $(CE)_2$ staff members, and it is being taken on a different day than the one taken by Tigard High teachers. He noted that those students who have classes at the high school do not have to attend, but may if they want.
>
> It was also stated that later this month there is a health day at the high school. Students must sign up by Thursday for those events they wish to attend. A list was read of the sessions being held. They were varied and included sessions on topics such as dreams, acupuncture, weight control, family planning, alcohol problems, and meditation. One staff member commented that this might be a good opportunity for students to work on project-related activities.
>
> She then noted that high school visitations to present the $(CE)_2$ program will be coming up soon. Anyone who was interested in helping out was urged to contact her, and she also encouraged students to talk to their friends about the program. Harvey urged juniors to inform staff members of their plans for the coming year-i.e., are they planning to return to Tigard High, remain in $(CE)_2$, go to Portland

Community College, etc. He noted that there are plans to have about 60 students in the program next year. This will be a period of time when the program will begin a three-year cycle as a demonstration and training site for those who are going to adopt the program as well as for state officials who are interested in the program. He noted that there will be a "whole cadre" of people visiting the center to observe, talk with students, and receive training which the staff can give them. This will create a problem in working out arrangements so that good education continues to be provided students while adequate training is offered to interested outsiders. "We have to do it in a way that doesn't leave a big mud puddle," Harvey noted.

One of the staff members then turned the conversation to employer seminars. She asked if the fieldtrips connected with the last employer seminar were a good follow-up activity, and she asked students what they learned. Oliver said, "We got to feed the ducks." (In reference to a trip to a nuclear power plant.) His comment brought laughter. Fred noted: "I started to learn about nuclear power. I don't know about the way it operates, but it's clean to manufacture and cheap. I don't know...it seems worthwhile." Ken then added, "We only got Trojan's point of view." He continued by noting that there are differing opinions concerning the use of nuclear power, and a staff member interjected that there are indeed other opinions concerning the use of nuclear power than the one they were exposed to. She asked where one could go to get these views. Ken suggested one could go to OSPIRG (Oregon Student Public Interest Research Group). Frank then commented that nuclear power is "not that efficient," there are problems with nuclear waste leaks, and he noted that it would <u>not</u> be a power source in the future. Harvey asked if this were fact or opinion, and Frank commented, "Those are facts." Harvey asked where one could get these "facts" and Frank noted, "I don't know. Isn't there something in the <u>Journal</u>?" "And those are facts in the <u>Journal</u>?" Harvey queried. Frank didn't answer. Students were then asked about the trip to the sewage plant which some students had taken. Miki commented, "It was OK." Students were then asked for opinions about the seminar itself. Bill noted, "Some of the employers were above

my head." He said that the vocabulary was difficult to understand. Harvey asked if he had asked the speaker to elaborate and define his terms. Bill noted, "He was talking so fast I couldn't interrupt." Another staff member did note that Bill and other students had asked the speaker to explain some of the terms he had been using. Harvey said that there were three parts to the problem they were discussing: (1) Terminology--when listeners don't understand terms, they should stop the speaker and ask for explanations; (2) Interest--some things are not as exciting as others. Alternative activities might have to be worked out for students who do not wish to attend employer seminars. Those who do attend, however, must sit through the presentation no matter how bored they are; (3) Vocabulary--some feel the listener should attempt to raise his vocabulary as a speaker makes his presentation. Others feel the speaker should adjust his vocabulary to the level of understanding of the audience. Harvey noted that he has sat through this debate at numerous teacher meetings, and he feels the solution to the issue lies somewhere in the middle of the two arguments.

It was then noted that Walt, Lori, Hubert and Mark are on a committee which works to develop employer seminars, and students were requested to give their suggestions to these students. One staff member also stated they they are trying to develop a more active role for students during employer seminars. It was added that a new student representative to the Board of Directors will have to be elected soon as Randy's term of office is about finished.

The meeting was then turned over to another staff member who commented that a couple of students had reported that the functional citizenship preprepared project was "good." They noted they had learned more from this project than any other, and they felt it was the most meaningful of the preprepared projects. This staff member then reviewed a letter to the editor which appeared in a recent issue of the Tigard Times. It was from Tigard's new mayor and indicated the need for citizens to serve on committees. Students were urged to seek membership on those committees which interested them and further information was

offered to those who wanted to pursue the matter. The staff member added that this would be a good activity for a functional citizenship project.

The names of students who needed to check their mail boxes for an accountability slip was read next.

Bill then commented that he had received a notice in his mail box reprimanding him for not being on target in terms of zone requirements. He noted that he had chosen not to stay on the zone system and didn't feel the notice was justified. He was asked if he had submitted a plan, and Bill said he hadn't. He didn't think that he had to. One staff member noted that students who went off the zone system needed to submit a plan, and she thought this had been stated previously. Another staff member added that students need to submit a plan in order to establish a guide by which the staff can hold them accountable. It was also noted that if Bill desired, a letter would be written to his parent indicating the miscommunication that had occurred. (Bill had stated that his parents were upset about his receiving the notice.) Another staff member added that Bill had not been turning in his time slips as required, and this was probably the reason he had received the notice. A discussion of the time slips then ensued. Several students commented that they didn't feel it was important to turn in the slips. Brian commented that he thought a student lost time if he didn't turn in the slips (i.e., lost credit for the time spent at the site). If a student didn't turn them in and lost time, that was his fault. Several staff members stated that it is important to turn in the slips, and one emphasized that this type of check on time usage is something which observers of the program are interested in. He further noted that it is important that staff members know what students are doing in the community. "It's a very realistic line of accountability that the world expects of us," he stated. He added that when students get a job, they will be held accountable for their time.

> When he finished his remarks, the staff member noted that some good points were being raised, but added that it was time for the van to leave so that students could catch their buses at the high school. Students were dismissed and the meeting ended.

In this staff meeting, as well as in others which I attended, there were a number of discrepancies between the actual behavior of staff and those behaviors which might better have fulfilled the announced intentions or goals of certain program features. In this respect the $(CE)_2$ program appeared no different from certain processes of traditional programs. Anthropologist George Spindler notes that discrepancy between what is intended and what takes place is a common phenomenon in the process of cultural transmissions:

> Discrepancies between intended educational goals and what is actually transmitted are present in curriculum design, in the literature of textbooks and teaching aids, and in classroom procedure. They permeate all phases of the student-teacher relationship, the professional education of teachers, and the very subculture of education itself (Spindler, 1963:148).[3]

The sporadic scheduling of meetings and other time considerations were contributing factors to these discrepancies. For example, meetings were scheduled when staff members wanted them and not on a regular basis as a means of increasing input about those program-related matters which concerned students. Even when these discussions did occur, as illustrated in the above account, time restraints in terms of meeting bus schedules caused them to be cut short. (No attempt was made to continue the above discussion at subsequent student meetings.)

Similarly, on those occasions when policy and other matters were discussed at these meetings, the emphasis was frequently on telling students what they (staff) had decided rather than on working with students in seeking a solution to the issue at hand. For example, early in the year a dispute arose over the use of radios in the lounge

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3. For additional discussions of discrepancies in American schools, see Lee (1963:173-191) and Henry (1963:192-214).

area. Some staff members felt that they were played too loudly, and at a staff meeting possible solutions were discussed (e.g., setting a designated time for use of the radio at a moderate level or altering the radio so that the volume was controlled at a level acceptable to staff members). No decision was reached at the meeting, and it was decided to work out some type of agreement with students at the next student meeting. When the latter took place (a week later), however, the issue wasn't discussed. The students were merely told that they (staff members) had decided to allow the use of the radio which had been altered to control its maximum volume. (As it turned out, the latter didn't occur. After the meeting, students were rarely observed using radios in the lounge area.) Similarly, when the "proper" use of the lounge area was discussed at this same student meeting, several students indicated that studying should be permitted in this area. Staff members reiterated the acceptable activities they felt should take place in the area and the discussion was redirected to other matters.

Staffings and Debriefings

In this section I shall discuss two types of staff meetings--student staffings and zone debriefings--in order to provide further information regarding social control as well as to provide information on some of the ways staff members judged students and their behaviors.

Student staffings and zone debriefings are both designed to allow staff members to discuss and analyze student progress in meeting academic requirements. The former are held on a weekly basis and in such meetings the work of approximately fifteen students is reviewed. In addition, "emergencies" (those students deemed by one or more staff members as needing immediate attention due to their deficiencies) are discussed at these sessions. Zone debriefings are held at the end of each zone when the status of each student in the program is reviewed and discussed. In addition to discussions of student work, suggestions for bringing student behavior in line with program goals and expectations ("prescriptions") were recommended for some students at both types of meetings. An emphasis is thus placed on discussing student progress and providing suggestions for those who are deficient so they will meet program requirements.

The format of both meetings is similar. Generally, all the professional staff members (at a couple of meetings I attended the project director was absent) attend,

and they bring records for student work in their respective areas of jurisdiction. The student coordinator brings records which indicate student progress in curriculum content areas as well as other information such as comments made during previous staffing meetings. As these meetings progress, this staff member also takes notes to bring the records up to date and records staff comments regarding prescriptive actions.

The student coordinator begins the meeting by calling out a student's name (students were discussed in alphabetical order rather than according to their progress in relation to the zone system). Staff members would then volunteer comments about student work in their respective areas. For example, a learning manager might note the number of projects completed as well as offer some information about the current project the student was working on, plans for future work, etc. During zone debriefings, the student coordinator generally began by reading from the records regarding a student's status in the various curriculum component areas, and staff members noted any inconsistencies.

Comments about non-academic matters which impinged upon academic affairs were also frequently interjected into the discussions. The following provide two examples of this behavior:

> Cheryl's progress to date was reviewed and it was noted that she has worked out a plan with her LM, LRS and ERS. It was then noted that Cheryl has an older boyfriend who has been picking her up at the center, and today she left at 1:30 p.m. (Too early for a six-hour productive day.) Several staff members commented on this situation. For example, one noted that Cheryl and her boyfriend are having a number of problems and they haven't decided whether they're going to "do it" or not. When asked by another staff member what they were going to "do", the staff member laughed and said that Cheryl hadn't been pressed for details. One staff member suggested scheduling a meeting with Cheryl to discuss the car situation. Also she would be required to submit a firm plan for catching up. Other staff members shook their heads and the next student was discussed.
>
> After Florence's academic work had been covered, staff members launched into a discussion about her home situation. (This was initiated by one member's comment, "Did she and her mother move out?") It was noted that they were packed and

ready to leave but had decided to stay. One staff member indicated that a conversation had been held with Florence about joining Alateen in the hopes that she could deal with situations better.

Staffing and debriefings were also cathartic in that staff members could (and did) indicate their feelings about students being discussed. The following excerpts from meetings provide examples:[4]

During the discussion of Frank's work, one staff member stated emphatically, "I like Frank."

As the discussion on Jim was coming to a close, a staff member noted, "He's a little tattle. He had to tell me that Ken got a ticket (speeding) and Pauline got braces. He's creepy in that regard."

As the discussion about Tina was beginning, a staff member commented, "I'm just getting to the point where I can say that I like Tina."

For students who were meeting program requirements, it was generally agreed that one or more staff members would compliment the student. Sending a "positive post-card" to the student and/or parents was also frequently suggested for these students. Staff members seemed to enjoy talking about the progress being made by these students. For example, during one meeting, after discussing a number of students who were delinquent in meeting requirements, one staff member commented, "Let's talk about the good students for awhile."

Prescriptions were suggested for some of those students who were behind in terms of program requirements, but there were no definite criteria for deciding whether or not to suggest or agree upon a prescription. When one or more staff members suggested an action, the others generally deferred to the suggestion or made no comment at all. If no staff member suggested taking action regarding a student, it was normal to begin

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4. My observations in teacher lunchrooms in traditional schools lead me to believe that such cathartic behavior is common there. Since $(CE)_2$ staff members do not meet together in their own lunchroom, these meetings may serve as a substitute for expressing "lunchroom gossip."

discussing the next student on the list. Even when staff members indicated that corrective actions might be necessary, conversations could be redirected so that no decision was reached. The following provides an example:

> One staff member expressed concern about Ted. Ted had two projects to complete this zone and promised he would get them done. When he was reminded there were only two weeks left in the zone he had been surprised, however. (So were some of the staff members--"Is that right?" and "Really?" were two of the comments I recorded.) It was noted that Ted is working on a science preprepared project, and another project is being written for him. One ERS commented that he is "alright on job sites," and the other ERS noted that he is "doing fine." One staff member asked, "Do we have a prescription? Just keep him going?" The question wasn't answered, however, for the discussion switched to Ted's current site. When the conversation died down, the next student was discussed.

An example of the types of behaviors that did occur were those which transpired during a student staffing meeting held in late February, when thirteen students (excluding emergencies) were discussed. Of these thirteen, two were meeting program requirements and no prescriptive behavior was discussed. Of the remaining eleven students, prescriptive actions were agreed upon for five. No agreement regarding corrective behavior was reached for the other six students.

I also noted that as zone debriefings progressed (some meetings were over two hours in length), there was a definite tendency for staff members to become fatigued. One consequence of this was an ignoring of the planned system, for they often did not discuss prescriptive behaviors for students considered later in the meeting. That is, students discussed during the early part of the meetings (i.e., those whose names were toward the beginning of the alphabet) were more likely to have corrective behavior suggested for them than those discussed an hour or two later.

The nature of prescriptions varied. On some occasions, specific actions such as conferences with the student and parents, "contracts", or make-up time were suggested. On other occasions, relatively vague prescriptions such as "consistency" or "keeping him going" were offered as solutions to student deficiencies.

In his study of an elementary school principal, anthropologist Harry Wolcott (1973) notes a lack of preciseness of technical language in dialogues among principals and teachers. The same phenomenon occurred at $(CE)_2$ staffings and debriefings. Such words as "motivation," enthusiasm," or "attitude" were frequent in discussions of individual students, and "consistency" or "keeping him going" were suggested solutions to the behavior of "problem students" or "emergencies."

Student staffings and zone debriefings thus provide a forum for the discussion of student work in the academic area. They also provide opportunities for sharing information about non-academic behaviors and serve as cathartic situations during which staff members can express their own feelings about students. Suggestions for bringing students in line with program goals were also discussed at the meetings, but there were certain inconsistencies in the manner that prescriptions were agreed upon. One consequence of this behavior could be that students who are suspended or dropped from the program might feel they have been unfairly punished. For example, one student who had been dropped felt "rooked." It was his opinion that others who had done less work than he were allowed to remain in the program.

An analysis of these meetings reveals that $(CE)_2$ staff operate with an "ideal" student in mind, and pupils are judged according to the manner that they vary or do not vary from this "ideal" (cf. Becker, 1952). One criterion of "good" or "fantastic" students in $(CE)_2$ is the degree to which they meet or exceed program requirements. The degree to which students were working up to their individual capabilities (as perceived by staff) were discussed during staff meetings, but it was clear that meeting or exceeding program requirements was a quality of a "good" $(CE)_2$ student. I frequently contemplated the complexities of operating a program with sixty or more individual standards of pupil "goodness".

In addition, one notes an emphasis on <u>time</u>. In their analysis of American cultural values, anthropologists Arensburg and Niehoff (1964: 163-165) note the importance of this concept in our culture ("time is money").[5] Staffings and debriefings are concerned with keeping students on time in terms of zone and program requirements. This concept permeates other aspects of

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5. For further discussions on this issue, see Hall (1964).

the $(CE)_2$ program as well. For example, students are required to sign in and out daily and submit weekly time slips (cf. notes from student meeting above). A staff member noted that "one of the biggest problems" they (staff) faced was getting students to comply with these regulations.

Other Activities

In addition to the activities discussed above, there are several others which characterize life at the Learning Center. A few of these will be discussed below.

Parent Conferences

It has been noted that parent conferences were one prescriptive measure staff members took in regards to "emergencies" and other students who were deficient in meeting program requirements. Staff members also contacted parents by phone when they felt the latter needed to be informed of their offspring's activities. (Staffings and debriefings almost always contained references to these activities.)

In addition to the above types of parent "emergency" conferences, regular conferences were also scheduled a couple of times a year at the Learning Center for all parents. A schedule was arranged so that the latter could come to the Center and visit each staff member with whom their child dealt. These conferences thus provided opportunities for staff members to discuss program activities and student progress on a face-to-face basis with parents.

In some cases students were present when their parents came to the center for these conferences. Some staff members used these opportunities to reinforce parental socialization efforts. The following provides an example of this behavior:

> The (LRS) discussed Ned's work in competencies and basic skills to date. He noted that Ned was a little behind but saw no reason for his not getting caught up. Ned's parents asked for information on the competencies he had completed and the ones he had partially completed. One of those which he had partially completed dealt with maintaining an automobile (#3). Ned's mother explained that he couldn't

afford auto insurance and wouldn't be getting a driver's license. The LRS explained that he could pass the written exam for the license and receive credit. Ned's mother then began telling him (Ned) that he could do this, and she encouraged him to do so. The LRS added that Ned would have no trouble getting this competency completed.

Visitations

During the school year, a variety of "visitations" occurred at the Learning Center. For example, Tigard High School teachers were invited to the Center to learn more about the program; replication personnel scheduled visits for individuals interested in adopting the program, and individuals affiliated with various local, state, and national educational organizations sporadically came to observe the program and talk with students and staff members.

During many of these visitations (especially when national figures were on the scene), student behavior was monitored more closely than usual. That is, students were more likely to be asked to be "quiet" or "look busy" during these times than when visitors (or parents) weren't at the Center.

Some of these occasions also involved simulation of program activities for the purpose of illustrating to visitors how the program operated. These simulations, while informative, frequently stressed how the program operated ideally:

> As I was talking with Roy, he said that he had to simulate a project negotiation with his LM. He noted, "I'm just going to do it straight. Then later I'm really going to negotiate." After Roy had completed the exercise, he returned to the chair beside me and noted that he had finished his "performance".

The number of visitations allowed at the Learning Center was a constant concern for some staff members (e.g., see notes from student meeting), and was a source of friction with NWREL personnel. These conflicts revolved around the use of student and staff time. $(CE)_2$ staff members were concerned that too many visitations would disrupt their work as well as that of the students, while those involved with replication and other activities at times desired a greater access to the program than they were allowed. Because of real concerns for the

best use of staff and student time, group visitations were generally limited to approximately one per month. Staff members were somewhat inconsistent in their standards, however, for while they voiced continual concern about disrupting student time, staff themselves were a major force behind the scheduling of a Christmas dinner which disrupted normal activities at the Center for approximately two days.

Employer Seminars

Along with student meetings, employer seminars represent the other occasion when one is likely to find most of the $(CE)_2$ student body grouped at the Center. These afternoon seminars revolved around such issues in the world of work as the relationships between ecology and economy, discrimination in employment, management-labor relations, or skills for job seeking.

A week or more prior to these events, a group of staff members, community and employer representatives, and students hold a luncheon meeting to discuss and plan the forthcoming seminar. Two of the four student representatives indicated that staff members and community representatives most often came up with the plans for the meetings, and the student representatives gave responses to these ideas. Both felt they had ample opportunity to provide input into the meetings, however. (And both commented on the fact that they received a free lunch.)

The format of these seminars varied. Small-group discussions, simulated discriminatory hiring practices, and panel discussions were some of the methods utilized.

Concluding Remarks

In this chapter I have focused upon some of the activities which take place at the $(CE)_2$ Learning Center. Emphasis in discussion was placed on those events which included students rather than on those which occurred when they were not present. In this section some concluding remarks on these topics will be presented.

Student Peer Groups

In many cases, students who leave Tigard High to join the $(CE)_2$ program find themselves in association

with a different set of peers. When new peer groups are formed, in-group communication is increased and out-group communication is inhibited. As a result, students do not normally share information about job sites or other program activities with those outside their groups. (It was noted in Chapter 2 that this phenomenon also occurred when members of different groups rode together in the van.) As the year progresses, members of one's peer group become increasingly important sources for obtaining information about employer sites and other program activities.

Early in the year, upon the suggestion of staff members, student cadres were formed. These cadres cross-cut the informal peer groups and did not have the sense of unity which the informal groups did. As a result, they became non-existent after a couple of meetings.

Student-Staff Interactions

Student-staff interrelationships at $(CE)_2$ are characterized by camaraderie. This creates a sense of cohesiveness among program participants and contributes to the favorable attitude many students hold toward the program. The increased opportunities for student-staff interaction increase the interpersonal skills of students, and it is also common for students to comment that they feel more adequate in dealing with adults in general.

As the school year progresses, informal interactions tend to supplant formal interactions. That is, much of the "business" of $(CE)_2$ is completed during informal student-staff encounters.

Due to the importance of verbal communication, a premium is placed upon a student's ability to "rap". Students with high verbal and interpersonal skills are able to secure more individual attention from staff members. As will be pointed out in later parts of this report, such students are also able to talk their way around staff attempts to help students achieve some of the program's goals.

Student meetings are one of the few occasions when most of the $(CE)_2$ student body is grouped together at the Learning Center. While the meetings are in part designed to serve as a forum for student-staff discussion of program related matters, in many cases they serve as occasions for staff members to inform students about decisions already made concerning the program.

Social Control

Students tend to pace their academic efforts according to the time zone system. The beginning of a zone is considered a period for reduced activity, and the end of a zone is characterized by increased efforts to complete requirements.

Staff pressures on students coincide with this general pattern. That is, pressure for closure increases as a zone is ending and pressures are likely to be reduced during the beginning of a zone.

Individualization

The $(CE)_2$ program was designed to stress individualized learning. As such, students' learning activities are to be developed in accordance with their interests, needs, abilities and styles of learning.

In several ways this policy represents a paradox for staff members as they try to reconcile this concept with their goals of moving students through the various curricular requirements and ensuring that they are qualified for graduation at the year's end. Staff members developed a time zone system to deal with these concerns. Furthermore, they operate with an "ideal" student in mind which makes the processes of dealing with sixty-two students more manageable. Indeed, it is questionable whether staff members could operate with sixty-two individual standards of "goodness."

In short, time zones and the "ideal" student concept are guidelines designed to make the process of assessing student activities more manageable. In application, however, these concepts tend to become standards for judging student performance rather than just mere guidelines. And to the degree that fixed time periods and the ideal student concept become the standards for judging the acceptability of student work, to that degree is the varying standard concept associated with individualization sacrificed. (As noted above, students also use time zone requirements as standards for pacing their efforts.

One should not assume, however, that staff members did not make serious attempts to assess a student's individual capabilities when making decisions regarding their performance. During staffings and debriefings, staff members frequently attempted to determine adequately students' abilities and learning styles. As one might expect, however, this is a difficult and often nebulous task. Two consequences were an inconsistency in the administration of disciplinary actions and a vagueness in some of the corrective actions which were prescribed.

CHAPTER 4

OUT IN THE COMMUNITY

One of the original intents in developing the EBCE projects was to remove students from the classroom and place them at various community sites in a manner such that they would receive a comprehensive and integrated education. At $(CE)_2$, the students are expected to spend half their time (15 hours per week) working on projects and other activities in the community. This chapter will focus on the activities students engage in as they move from the Learning Center to the various community sites associated with the program.

Employer Sites and Employer Instructors

Those businesses which participate in the $(CE)_2$ program by permitting students to work on projects and other academic matters on their premises are referred to as "employer sites", and the individuals at these locations who work directly with students to coordinate their work are called "employer instructors" (EIs).

The Employer Site Network

During the 1974-75 school year, the employer site network contained approximately one hundred sites representing a broad range of career options and a mix of both blue-collar and white-collar jobs. Participating employer sites are located in Tigard, Portland, and other surrounding communities. Almost all are located within a fifteen mile radius of the Learning Center. The actual number fluctuated somewhat throughout the year as new sites were added and others dropped from the network. The inability of an employer instructor to spend adequate time with students or provide them with more than repetitious business-related tasks were two common reasons for dropping sites from the network. Conversely, as the school year progressed, sites were added during the year when students requested a type of business not present in the network (e.g., a veterinarian was recruited during the 1974-75 school year). When a particular site was utilized extensively by students, additional sites of a similar type were sought. Replacement sites for those dropped from the network might also be sought.

With three exceptions, all sites in the network are non-union. The employer relations specialists cited two reasons for this situation: (1) non-union sites were plentiful in the area and easily recruited; and (2) past problems with unionized sites had dampened their enthusiasm for recruiting them. An example of this occurred when a student desired a learning level experience at one of the unionized sites in the employer network. (Exploration activities were permitted at the site.) After three unsuccessful attempts to contact union officials in order to gain clearance for the student's activities, the employer relations specialist dropped the matter and placed the student in a non-unionized shop. The same incident had occurred at this site the previous year. In both instances no attempt was made to have union representatives on the $(CE)_2$ board of directors intercede in the matter.

It is the responsibility of the employer relations specialists to recruit sites and maintain the employer network. When a new site is being sought, an ERS will contact and visit the potential site to explain the program and the types of activities students normally engage in when they are out in the community. Information about probable learning activities at the site will also be explained and possible employer instructors will be identified. If the ERS finds the site acceptable and the employer agrees to participate, he formally indicates his agreement by signing a Letter of Intent. The site is then added to the employer network.

$(CE)_2$ provides insurance policies for the students, and an indemnity covenant protects participating businesses against possible claims for liability in the event that students become injured on the site.

In some instances, students have accompanied ERS's on their trips to recruit new sites. In two known instances, one ERS felt that a student's presence was important in convincing uncertain employer sites to participate in the program.

Both of the ERS's feel a site is "good" if the employer instructor is willing to spend time directing the students' academic work and also let them become involved in the activities which occur there. One ERS mentioned the presence of a diversity of jobs at a site and the willingness of an employer instructor to monitor student activities (e.g., reporting absenteeism, evaluating student activities) as being additional characteristics of a "good" site. The other ERS felt that a ready willingness to accept students was also a quality of a "good" site.

During the year, a series of four employer meetings are held to keep employer instructors informed about the nature of the program and their roles in fulfilling program goals.[1] These meetings also provide an opportunity for the ERS's and other staff members to interact with employer instructors, and the project director uses them as an occasion to reinforce positively the employer instructors for working with students. The first meeting is held shortly after the school year begins to provide employer instructors with an overview of the program. At the second meeting, further discussion of program-related matters is held. Approximately midway through the school year, the third meeting, a workshop on communication skills, is held. The final session is held after the school year has ended for the purpose of obtaining feedback from employer instructors concerning the program's strengths and weaknesses. The employer instructors I talked with generally found the employer meetings helpful in gaining information about the program. However, a number of factors may limit the usefulness of these sessions for some employer instructors. For example, it has been noted that new sites (and employer instructors) are added during the year. In addition, the person functioning in the employer instructor's role may change at a particular site as the year progresses. These individuals may find the sessions generally useful in dealing with students, but still not addressed to their immediate needs. The following excerpt, recorded at the communication skills meeting in February, provides an illustration:

> The two men from the...company who were seated at the table indicated that they had just become participants in the program. This was the first employer meeting they had attended. When the meeting was finished, I asked for their opinions of the workshop. Both men indicated that it had been "useful", but one commented that he would have liked to learn more about the basic organization of the program. He is still somewhat uncertain as to what is expected of him as he works with students.

Student Placement on Employer Sites

During the orientation period, meetings between students and an employer relations specialist are scheduled for the purpose of discussing career plans and

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1. Employer instructors are paid for attending these meetings.

deciding on an initial site placement. Formal meetings of this kind continue throughout the year, but site placements are increasingly taken care of on an informal basis as students and staff interact at the Learning Center. During these meetings, the employer relations specialists may make arrangements to place students on employer sites or students may inquire about the availability of a particular site.

Both employer relations specialists estimated that about half of the students they dealt with frequently asked to be placed on specific sites once they had become familar with the employer network.[2] (Requests by students to be placed on specific sites was considered the "ideal" situation from the staff's standpoint.) One employer relations specialist suggested that there were five students who almost always suggested site placement. This ERS also felt that there were five students in the program who seldom requested specific site placement, while the other employer relations specialist set this figure at ten students.

While students are given the Self-Directed Search[3] during their initial testing, employer relations specialists indicated they did not use the results of this examination in counseling students about job sites due to their inadequate understanding of how to interpret and utilize the test results. By sharing information at staff meetings and through interactions with students themselves, the employer relations specialists to varying degrees became aware of students' career interests. It was this shared information, rather than test results, which they utilized in suggesting sites to students who did not take the initiative to request them.

As indicated above, students are expected to be out in the community for at least fifteen hours each week. One staff member noted that this rule had been enforced fairly strictly in previous years. As a result, those students who had not spent the required time in the community during the early parts of the year were forced to make up their deficiencies during the latter part. During the 1974-75 school year, this time requirement

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2. Rather than being given responsibility for specific students, each employer relations specialist monitors the activities on specific employer sites.

3. The Self Directed Search: A Guide to Educational and Vocational Planning, John L. Holland, Consulting Psychologists Press, Inc. c 1972, revised 1974.

served as a guideline, and staff members exhibited some flexibility in how strictly they enforced the rule. For example, "good" students were less likely to be held to this requirement, as the following excerpt, recorded during a zone debriefing, indicates:

> After Glenda's name had been called out by the student coordinator, one ERS noted, "Everything's super." Another staff member added, "What can you say about Glenda? She's doing everything well." An ERS added that she's not spending 15 hours per week out on job sites but is doing well in her work so there is nothing to be concerned about.

In addition to meeting this time guideline, staff members felt that students exhibited "adequate site utilization" when they fulfilled such expectations as "arriving on time", "keeping appointments" and "becoming involved."

Students seldom used time factors to judge the adequacy of site experiences as did staff. For students, it was the nature of the site experiences which was important rather than the time one spent at a particular site. (The discussion over time slips noted earlier provides an example of this difference of opinion.) The nature of site experiences also entered into staff judgments of site utilization worth (e.g., see above for the employer instructor specialist's criteria for "good" sites), but they stressed the time factor in judging adequacy of site utilization while students did not.

Because students are to be engaged in learning activities rather than economically productive ones, they are not supposed to be paid for their activities on employer sites. As they help their employer instructors with job-related activities, students often do engage in productive activities. For the most part, student contributions are minimal or offset by the time employer instructors devote to instruction and coordination of their work. Infrequently, however, students are required to engage in tasks they considered menial:

> I talked with Fred this morning about his learning level at ... Company. He noted that he has gone on several delivery runs and loaded lumber and doors on trucks. Lately, however, he has been helping with a variety of cleanup chores. Yesterday he spent most of the day filling holes in the

lumber yard with gravel. Fred noted, "I do these things [clean-up chores] when there's nothing better to do." He said that he is becoming discouraged with the site and commented, "If things don't get better I might drop it [the site]." Later in the day, I talked with Fred about his activities at the site today. He said that he was tired, for he had spent most of the day cleaning sawdust from around one of the saws at the lumber yard.

Occasions also arise where students do receive pay for work performed on employer sites. I recorded two such instances during my fieldwork but am uncertain as to how many more occurred. In one instance, two students made unscheduled visits to an employer site. They were each paid for fifteen and a half hours work. In the other case, a student on a special placement at a junior high school shop class received pay for helping the teacher with a special education class. This student also worked on various money-making projects while he was at the shop.

Several cases also occurred where students were hired for out-of-school jobs after the employer instructors had an opportunity to appraise the student's work during the school time. That is, an unanticipated aspect of the program was that at times it served a job-placement function. Occasionally students would seek exposure at a specific site in the hopes of being offered employment there.

Employer Sites: A Student Assessment

It has been noted that one criterion of a "good" site according to the employer relations specialists was an employer instructor who was willing to let students become involved in activities at the site. Students also judged these factors as being characteristics of "good" sites. The following remarks represent an example of this commonly-held student opinion:

As we were talking about employer sites, Frank commented that he didn't like the exploration he had at Bill's Garage. "They wouldn't let me service the cars or anything. They just let me walk around and watch. Nothing to do. Just watch the clock and walk around the station." Frank said that the employer instructor told him he was on

an exploration and was just to "watch and observe." An exploration at Henry's Service Station was "better", Frank noted. "I got to change oil filters and get some grease on my hands," he commented.

While students like to be kept busy on sites, they do not like to feel exploited as Fred did in the example cited earlier. The tasks they were given to perform had to be meaningful and relevant from <u>their</u> viewpoint for the site to be a "good" one.

Students also felt that employer instructors should be adequately informed of the program to make their experiences meaningful:

> When he went to Bob's Butcher Shop, Karl said the employer instructor didn't understand what he was supposed to be doing. (Karl indicated that prior to his arrival, an employer relations specialist had called and explained the program to the new employer instructor at the site.) "He [employer instructor] didn't have anything for me to do. I was back at the center in half an hour," Karl stated.

In summary, when employer instructors didn't have time to spend with students, were uninformed about the nature of the program, or gave students tasks which they judged to be menial or irrelevant, the site was not viewed in a favorable light by students. On the other hand, "good" sites were those where employer instructors allowed students to participate in tasks they judged meaningful. The following comment by one student on this subject is typical of the views held by many $(CE)_2$ students:

> Basically I think all the sites would be good if you're interested in things [at the site] and if they [employer instructors] treat you good. All the friendliness helps to beat hell. If you can keep busy, it helps.

<u>Explorations</u>

Explorations at employer sites are designed to provide students with a brief overview of the career(s) at the site being visited. The number of days students spend at the site depends partially on their interests.

For example, one student elected to spend five days at a U.S. Army recruiter's office because of her interest in army career offerings. On the other hand, another student spent a one-day exploration at three military recruiters' offices. She remarked in her exploration packet for these sites, "Go for one day and approximately one hour." The employer instructor may also set restrictions on the time allowed for an exploration, but most often the ERS's schedule students at a site for three days. If the student wants to spend a longer or shorter period of time, arrangements are worked out with the ERS.

In order to receive credit for a site visit, students are required to fill out an exploration packet. These packets had spaces for pictures taken during the exploration (cameras and film were provided for students' use) and contained written exercises which were designed to stimulate student reflection about the career explored. ERS's encouraged students to use the computer terminal to obtain information about the careers they explored and printouts were placed in the packet. Company brochures and related literature which students collected during the exploration were also placed in the packet. Employer instructors were to review the completed packet and indicate their approval of the student's efforts by signing them, but it was not unusual for students to have the packets signed before they had completed all the sections.

Figure 2 is a checklist passed out to EI's at an employer meeting held in February. Items on the checklist represent the ideal duties EI's should perform when students are at their site for an exploration.

In actuality, it is rare for employer instructors to set standards for student participation as outlined. For example, student arrival and departure time were often determined by the schedule worked out by the van driver, and students are more likely to receive tips on grooming from other students or an ERS than from EI's. An exception occurred when a site had regulations which were enforced for employee safety. On these occasions, students were informed of the company's policies and provided with the necessary safety glasses, hard hats, or other protective equipment.

Establishing a schedule for the student's visits to the site and posting the student I.D. cards were also duties which EI's generally did not perform. Most often, the ERS's set student schedules and discussed them with EI's prior to the student placement on a site, and the

EMPLOYER CHECKLIST

EXPLORATIONS

1. Inform the student of the overall mission of your company, its products and services, its policies and standards.

2. Set standards for participation for the student (such as punctuality, grooming, etc.) and be sure he understands them.

3. Establish a schedule for the student's remaining visits.

4. Schedule an interview for the student questionnaire for job/company information.

5. Post the student I.D. cards.

6. Introduce the student to your personnel.

7. Assist the student in his search for material related to the job.

8. When applicable, evaluate and certify project activities for students.

9. Help student complete the basic skills assessments in reading and mathematics.

10. Hold a final conference for:
    exchange of feedback
    packet review
    your entry on the packet's comment page

11. Sign the completed Exploration Packet. Your signature is our assurance that the student has gained an accurate overview of your job/company.

12. Please contact your Employer Relations Specialist if you have any questions or problems or if a student doesn't show up. (639-8850)

Figure 2.

practice of posting student I.D. cards was discontinued early in the year.[4]

With the exception of completing the exploration packet, it is rare for students to do a great deal of written basic skills work for exploration credit. As a result, it is infrequent that EI's assess student competencies in these areas. Students may fulfill some of the requirements for preprepared projects while on explorations, however, and on these occasions EI's may assist students in completing their work.

Students obtain information about careers on an informal basis as they interact with the employer instructor and other employees at the site. Some prefer to supplement this information by scheduling a more formal interview with the EI. On some occasions these interviews were tape recorded while on other occasions students took notes during the interview. The following questions were developed by one student to guide his interview with an optometrist. The interview was tape recorded and took place on the third and final day of the student's exploration.

(1) Basically, what is an optometrist?
(2) Generally, what is your average work environment?
(3) What are some of the advantages and disadvantages of this type of work?
(4) What about earnings and fringe benefits?
(5) In today's current job situation, how are the employment prospects for the future?
(6) Do you have to join a union?
(7) One of the biggest thoughts on my mind right now is how do you make plans for entrance and what could I take in high school that would help me prepare for this type of career?
(8) How does one who completes all of his schooling go about setting up his own private practice?

The exploration packet which students fill out contains a card with suggested questions for interviews. While the student who conducted the above interview developed his own set of questions, other students merely followed the interview outline which was provided in the exploration packet.

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4. I.D. cards contained the student's picture. They also noted that the student was from $(CE)_2$ and would be on the site for a few days.

During the first day of an exploration, it is customary for employer instructors to chat informally with the student about the site and the career being explored. Company brochures and literature are given to the student, and a tour of the business area generally takes place. At this time, students are introduced to other employees, and equipment or machinery related to the business may be explained. When these events have transpired, students are then generally allowed to observe, take pictures (exploration packets have spaces for pictures) and participate in some of the activities at the site.

There were differences in the degree to which students were allowed to participate in site activities, however. Comments by students in their exploration packets reflect this fact:

> We pulled a couple of engines out of boats, and found out what was wrong with them, he really helped me a lot.
>
> The second day I went my employer instructor showed me how to use the vacuum machine to make street signs.
>
> Be prepared to be on your own, and stand the whole time you're there.
>
> I really didn't find anybody helpful on the site. From the first minute I walked in till the last I walked out I was treated like an intruder.

The following excerpts also reveal the differing degrees of student involvement in site activities:

> Exploration #1
>
> Today I accompanied June to the Army recruiters' office where she is beginning an exploration. We arrived at the office at about 9:00 A.M., and after entering, June approached the desk of Staff Sgt. Trent. He asked if there were anything he could do for us, and June replied that she was from $(CE)_2$ and was at the office to "learn about the Army." (She gave a very brief introduction without going into much detail about the nature of the work she was hoping to do here.) Staff Sgt. Trent asked us to sit down, and June responded to his question about what he could tell us by asking about the Army reserves. She indicated that her father is in the reserves and expressed an interest in

joining this unit. When she learned that the job possibilities were limited, June asked about the careers which would be available to her if she enlisted. Staff Sgt. Trent indicated that there are over 300 jobs available for women, and they receive equal pay with men when engaged in the same tasks. June indicated an interest in being a Spanish interpreter, a member of the Army choir, or a law enforcement officer. Staff Sgt. Trent talked with her about these positions. As he was doing so, June would occasionally interject a comment such as, "That's great," "That's neat" or "Fantastic."

June also indicated a desire to join the Army as Staff Sgt. Trent was telling her about the jobs she was interested in. (Staff Sgt. said "Good," but he didn't encourage her further.) She asked to have arrangements made for testing, and as Staff Sgt. Trent was filling out a card for this purpose, June replied: "I'm even more excited than when I came in."

After he had explained about the job opportunities and testing, Staff Sgt. Trent asked if there were any more questions. June asked if there were something she could do. She was told that there wasn't at present, for they were busy with end-of-the-month activities. In addition, there is a new station commander here, and they are just getting things settled at the office. June indicated that she would be here the rest of today and tomorrow, also. Staff Sgt. Trent again indicated that there probably wouldn't be much for her to do until the first of next week.

It was about 10:00 A.M. when June had finished her conversation. Since there was nothing for her to do here, she went to the Navy recruiter's office. (This office is two doors down the hall. June had an exploration there last week.) June greeted the recruiters and began to enthusiastically tell them about her plans to join the Army. When one of them kiddingly asked her why she was going to join the Army rather than the Navy, June commented that there are more types of career options in the Army. In addition, her two brothers are in the Army and her father is in the Army reserves; she wants to join for this reason. "The Navy's just not my bag," she noted.

After visiting with the Navy recruiters for about half an hour, June returned to the Army recruiter's office. By now several of the recruiters had left to conduct business elsewhere. June again asked if there were something she could do. One of the recruiters (this individual wasn't in the office when we first arrived) indicated that he had something to keep her busy for awhile. He subsequently had June fill in information on some test cards. This activity kept June busy until about noon (i.e., she worked on the task for about an hour and a half).

June and I sat in the office talking about the $(CE)_2$ program during and after eating lunch. Three of the five recruiters had left the office to conduct business elsewhere, and the two remaining recruiters were busy processing information and handling those individuals who came into the office. About 1:00 P.M., the officer in charge of the office asked June, "What are you doing if I may ask," June replied that she was here exploring the Army (no attempt to explain about $(CE)_2$, the nature of an exploration, etc.) and asked if there were anything she could do. The officer replied that there was nothing at present for her to do.

Between 1:00 P.M. and 2:00 P.M. (the time of our departure), June visited the Navy recruiters again. She also talked with me, looked at some of the brochures available, and listened to the conversations which took place between the recruiters and individuals who came in to inquire about enlisting. A couple of times when the recruiters were busy, June answered the phone (she wasn't asked to do so), and several times she mentioned that she was "bored" and wanted something to do.

[An employer relations specialist had made arrangements for June's exploration. The Army recruiter contacted was absent from the office, however, and his failure to inform others of June's visit resulted in the situation noted above.]

Exploration #2

Today I went to the city of Tigard's maintenance department where Jeff and Tim are on an exploration. I arrived at the shop at about 9:00 A.M., and both Jeff and Tim were already there. As I

was getting out of my car, Jeff remarked, "We're going to work your ass off today." Between 9:00 A.M. and 9:30 A.M. Jeff took some pictures for his exploration package and filled out some of the parts of his packet. He also talked with Tim about cars and the jobs they both have after school. About 9:30 A.M., one of the employer instructors began to leave. We loaded a roto-tiller in a pickup truck and climbed in. He dropped Tim off with a crew which was painting crosswalks and center lines on the main street of town. (This is the third day of the exploration, and Tim has been working with this crew during this time.) I stayed with Jeff and the employer instructor driving the truck. We drove to the police station where they had been working yesterday. Jeff was put to work using the rototiller. (I helped him with this task.) In the back of the police station we tilled up a flower bed, planted a tree and spread some bark-dust in the area where the tree had been planted. When we had finished these tasks, we went to the front of the building where we tilled up an area, planted some shrubs and also spread some barkdust around the newly-planted shrubs. Jeff and I also watched the employer instructor prune a tree in the front of the building.

It was obvious that Jeff was learning something new this morning. For example, as the employer began to plant the shrubs, Jeff asked, "Do you plant them in the cans?" When the employer instructor told him that he didn't, Jeff asked him, "How do you get them out? Cut the can?" He was then shown how the plant is shaken from the can prior to planting. As he planted the shrubs, the employer instructor noted that they should not be placed in the ground lower than they were growing in the can. "I didn't know that. Did you?", Jeff asked me. (I didn't.) The above tasks kept us busy until about 11:30 A.M. We then returned to the shop and went to lunch. (Jeff's employer instructor had a luncheon appointment with an employer relations specialist who was making arrangements for his learning level placement at the site.)

The employer instructor had not arrived back from his lunch when we returned at 12:30 P.M. Jeff told another employee that Ted (his employer instructor) had wanted him to mow the lawn at the police station. He took us over to get a mower, and as we were riding in the truck, the employee explained how park improvements are financed.

Jeff and I began to mow and clean up the lawn. The employer instructor returned in about half an hour. He began to prune an apple tree, and when we had finished mowing the lawn, we helped him with this task. As we did so, the employer instructor explained how to cut the branches.

At 2:00 P.M., Jeff prepared to leave and asked the employer instructor to sign his time slip. Ted looked at the slip and quipped, "You didn't work today." "Huh?" Jeff asked. Ted laughed and signed his time slip.

From the above two accounts, it can be seen that the extent of an employer instructor's information about the nature of an exploration is one factor which influences the amount of student participation. When EI's had few previous experiences with $(CE)_2$ students on their site, and when they were busy with business-related tasks, student participation in site activities was likely to be reduced. Characteristics of the site itself also influenced the degree of student participation. For example, a popular site among students was a local ambulance company, but the amount of student participation and observation depended in part on the numbers of calls received during the student's visit.

Another unintended consequence of the employer instructor's lack of information about the program revolved around the use of time slips. These were to be signed at the end of the week to verify the time students had spent on the site, but occasions did arise when students had them signed before they had completed their week's activities. While I am aware of cases where students used the situation as a means of spending less time at a site that they were supposed to, I am uncertain as to how widespread the practice was.

It was noted above that packets contained comments regarding what students had or had not been permitted to do while they were at a site. In addition, students frequently indicated who had been helpful at the site or made suggestions regarding appropriate behavior to assume there:

Be interested in photography.

Have questions, dress unsloppy, and don't be scared of a little blood.

Ask a lot of questions but don't get in the way when they are busy.

Completed packets were stored in a filing cabinet in one of the ERS's offices where they were available for student perusal. It has been noted that student groupings tended to reduce communications between members of different groups. Reading completed packets represented one way of sharing information across group boundaries, but this seldom occurred since students did not normally read them.

In reviewing exploration packets, ERS's occasionally made written comments to students about their written work:

> Pay more attention to spelling, and make your picture captions complete sentences.
>
> Make a list of your misspelled words.
>
> Your handwriting and spelling are terrible. Your comments and interview are excellent.

Such comments were inconsistent, however. That is, mistakes in spelling, punctuation or grammar were not always pointed out. Even when they were, students were not always required to review their work for the purpose of understanding the mistakes they were making. (This inconsistency was also characteristic of written work which LM's corrected.) Exploration packets were designed, in part, to increase student competency in basic skills work. Staff used their clinical judgments in deciding how strict to be in applying standards to individual students, however.

Projects And Learning Levels

Explorations are brief visits to employer sites which are designed to provide students with an overview of various careers. If they want a more extensive exposure at a given site, students can request a learning level, and a project will be developed around extended activities at the site.

Providing a Structure for Community Experiences: The Project

It has been noted that there are two types of projects: preprepared and those developed for individual students. Each life skills area has specific learning objectives, but staff members felt that individual projects which had

been written in the past did not adequately address themselves to these areas. To rectify this situation, themprepared projects were designed for use during the 1974-75 school year to give students adequate exposure to each of these objectives.[5] For example, the preprepared project in the creative development area is designed to meet the following learning objectives:

Students shall be able to:

(1) recognize and use the creative process in thinking, talking and writing.
(2) discuss the form and meaning of "art".
(3) identify and participate in creative experiences to develop the skills and style necessary to satisfy their expectations.

All students began the year by working on the critical thinking preprepared project (title: $(CE)_2$ For You). Its rationale is formally stated as follows:

> This project is designed to facilitate understanding of the critical thinking process through familiarization with the content of the $(CE)_2$ program. By successful completion of this project the student will be a competent project writer.

The project is designed to orient students to the $(CE)_2$ program by familiarizing them with aspects such as staff roles and responsibilities, resources at the center (e.g,. students learn how to use the computer terminal), and organizational characteristics such as the zone system or the nature of explorations and learning levels.

Each of the preprepared projects requires that students complete several activities on employer sites. For example, activity 3a of the creative development preprepared project (title: Don't Just Stand There--Do Something) states:

3. Use the creative process
   a. Select a problem on an employer site
      1. Propose three alternative solutions

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5. Students who complete the preprepared projects during their junior year in the program will work on ten individual projects if they return for their senior year.

2. Select the one you think is most creative and will be most effective in solving the problem.
3. Discuss the solution and your reasons for selecting it with the Employer Instructor

One student dealt with this problem in the following manner:

> Shortly after arriving at the site this morning, Ray took his preprepared project form with him as he walked over to one of the mechanics in the shop. He told him that he had to locate a problem on an employer site and suggest three solutions. Ray noted that the radiator in the shop truck wasn't working. The three solutions he suggested were: (1) place a sign on the truck to request that the stolen parts be returned--no questions asked; (2) purchase the parts and repair the radiator; or (3) scrap the truck for parts. The mechanic noted that his solutions were "fine", and he signed the project form. He added however, "You could have selected a problem that dealt more with planes." (The site was at an airplane repair shop.) The mechanic stated that he was working on a plane that was to have been ready two weeks ago (seventy percent of the repair price had been advanced). He indicated that they might proceed as they have been and take a chance on losing a good customer or place several men on the job to finish quickly. "I'll leave the third choice up to you," he stated. Ray noted that they could rent another plane for the customer to use until the repair work was finished. The mechanic indicated that this is, in fact, what they had done.

Learning managers coordinate student work on both preprepared and individualized projects. Both LM's feel that in the "ideal", students will come to them with ideas for individual projects. These ideas would then serve as a basis for discussions about possible activities and sites to incorporate into the project. Of the students they dealt with, one learning manager felt that about one-third provided such suggestions on a regular basis while the other learning manager felt that one-

fifth did so.[6] Although it was rare, a few students also wrote their own projects for a particular site.[7]

During one of the student meetings, one staff member noted that one of the "biggest problems" staff members faced was getting students to provide more input into the individually developed projects. The following excerpt from my fieldnotes illustrates one of these attempts to encourage student input:

> While I was talking with a learning manager, Robert came into the office to give him a piece of paper containing the name of the EI at his current employer site (a fire station). Robert has just begun the learning level, and a project hasn't been written yet. When asked if he had any ideas for the project, Robert noted, "I'd like to take some pictures." The LM commented on his liking to use a camera and asked if he had any other suggestions. Robert replied, "Yeah, I could learn about pumps. I'd like to learn about how different types of pumps work." The LM handed Robert the slip of paper and asked him to write down his suggestions. Robert took the paper and departed. He returned in a few minutes with his suggestions.

Even though student input into projects was regarded as a "problem" area, there was a prevailing attitude among staff members that things were getting better. For example, it was believed that during the 1973-74 school year, there was a greater tendency for the learning managers to write projects <u>for</u> students rather than to seek input from them. Some staff members disagreed with this assessment, however, and thought students always "gave a lot of input to those projects."

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6. These opinions differed from those held by some students. In early January, 1975, NWREL evaluators held informal interviews with twenty randomly selected students. Ninety percent of these students indicated that they initiated project topics themselves and eighty-five percent indicated that they generated lists of activities they felt would be appropriate. When queried about these latter lists, however, learning managers indicated that it was rare for students to generate written lists for their projects.

7. The project written for the critical thinking pre-prepared project was, on the whole, done for practice only. Few students actually did the project they developed.

Regardless of whether things were getting better, if the learning managers were correct in their assessment of the situation, most students did not regularly volunteer suggestions for the individual projects. When students did not volunteer information, LM's either prodded them for input or wrote the projects and then presented them to students for their reactions. (Information about the site and probable activities were provided by ERS's on a form provided for this purpose. It was also common for the ERS and LM to meet prior to writing a project to share information about possible activities or the student's interests.) After the project had been written, students and LM's could then discuss probable changes or modifications (this was referred to as "negotiation"), but this process was generally ongoing until the project had been completed.

While the learning managers wrote most of the student's projects, other staff members also wrote some for students. (One of these "other staff" estimated that he had written 15-20 projects over a period of two years.)

Although staff members encouraged student participation in project development, occasions arose where projects were developed for students with a minimum amount of input from them. The following incident, recorded in early February, recounts one of these instances where a student accepted a project developed for him with little personal input.

> This morning I accompanied an ERS and Ray Dart on a trip to Hawk Aircraft where Ray is going to begin a learning level. (Ray is in fact continuing a learning level. He has already completed one project here.) When we arrived, we took a leisurely walk through the hanger. As we did so, the ERS asked Ray what type of project he wanted to work on (i.e, what life skills area). Ray said that his last project here was in the science area, and he noted that he was thinking of doing one in critical thinking. He was then asked what types of activities he was interested in. Ray shrugged his shoulders and replied: "I don't know." The ERS then suggested that a project be written which would entail that he examine how various airplane engines function. When he asked Ray if this would be fine with him, Ray said "Okay."
>
> We then began to look for Jean (the employer instructor), and after searching through the building for a few minutes, located him. The ERS approached him about the possibility of Ray working on a project dealing with the

functioning of plane engines. He also noted that Ray might want to examine the functioning of different systems (he mentioned the hydraulic and electrical systems). Jean noted that this would be fine. Jean was also asked if he had any books which he could use in writing the project, and he was given a book outlining the functions of various aircraft systems. When asked if Ray could use some of the other books here to complete his project, Jean indicated that he could. This done, the ERS thanked Jean and we left. As we were leaving, however, Ray asked: "Now what is it I'm going to be doing?" It was explained that he would look at some of the systems in planes. For example, he could look at the electrical system and describe the various parts of the system, its capacity, etc. The ERS opened the book Jean had given him, pointed to a schematic drawing of an electrical system and noted that, as an example, Ray could draw a diagram of an electrical system without having to give all the details contained in the book.

Subsequent conversations with ERS, LM, and student revealed that the learning manager wrote the project after discussions with the employer relations specialist. Ray accepted the project as written (Appendix E) but later negotiated acceptable degrees of complexity for the required schematic drawings.

When staff members took the initiative in project writing as indicated above, they tended themselves to block inadvertently the program's goal of increasing independent actions on the part of students. That is, some students would only respond to given projects rather than provide input prior to their development. These actions may have been self-fulfilling, for some students did not accept a "creative" role as the proper one in the development of projects.

Community Experiences: The Learning Level

Learning level placements on employer sites frequently last for a period of several months or more. During their trips to the site, students are provided opportunities for observing and participating in some of the activities relating to the career being examined. In essence, they are learning something about what anthropologist James Spradley (1973:14) calls "occupational cultures":

> The world of work is not merely forty hours a week, income and promotions. It is a life-

> style, a set of values and assumptions. It means membership in a group with its own customs and mores. The satisfactions and frustrations of a career are results of this wider occupational culture far more than they are dependent on the income and status of a job.

During their learning level placement at various sites, students had opportunities to learn a number of things about the occupational cultures. For example, Oliver learned that making disparaging remarks about a fellow employee's sexual capabilities was common (and even expected) behavior among welders during their lunch breaks; Roy learned that an auto mechanic gets greasier and dirtier than an airplane mechanic; Mark felt that an optometrist's day was more repetitious than a dentist's, and Guy learned that "there's a lot of rules you've got to follow" when you're a policeman.

When students began a learning level at a particular site, a week or two generally elapsed before the student's project was written and shown to the employer instructor for approval. Without guidelines regarding what students were supposed to be doing, employer instructors might have students engage in "busy work" during this initial period. The following conversation between staff members recounts such an instance:

> As a learning manager walked by, one of the employer relations specialists told him that they are going to have to get together to develop a project for Carl's learning level at Hawk Aircraft. It was noted that the employer instructor liked to see the projects shortly after the students began their learning levels. Last year, Scott's project wasn't taken out to the site until he had been there four weeks. "He spent this time as a grease monkey and clean-up man," the ERS commented.

The account of Fred's learning level at ... Company which was cited earlier represented a similar case. The day Fred recounted his woes to me, he also talked to an employer relations specialist about getting his project written. It was a week before his learning manager wrote the project, however, and Fred completed the activities the following week by spending extra time at the site.

While on their learning level placements, students engage in many activities which are not specifically related to the project they are working on. During the first couple of weeks at a site, when their projects are often unprepared, students become acquainted with the employer instructor and other employees, learn about the

company's operations and daily routines and help with various activities. Even as they begin to work on project-specific activities, students are still likely to spend portions of their days adapting to the employer instructor's schedule or to the current activities taking place at the sites. As an example, one student's functional citizenship project dealing with school counseling contained the following activities:

1. Julie will investigate some of the most current counseling techniques that are being used today in the schools.

   (a) Drikerian
   (b) Play therapy
   (c) Games
   (d) Duso (Puppet Role Play)

2. Julie will work with one, possibly two students on an individual basis. (These students will be chosen according to criteria set by the school counselors.) This work will include:

   (a) class observation
   (b) reading session outside the classroom
   (c) acting as adult role model
   (d) observing her Employer Instructor and the teachers working with these specific children

3. Julie will discuss with her Employer Instructor some of the most common causes of problems in young children. She should make a list of these problems and select <u>one</u> to research.

4. Julie will attend a meeting in which the counselor and his staff discuss the issue of first grade entry criteria. The concept "maturation" and "readiness" are considered the basis of the current criteria and Julie should be able to define and understand these concepts and their application.

5. Julie will compare and contrast the methods used at Tualatin and Tigard grade schools. She should choose two similar situations and keep track of how the two different counseling departments deal with it. What are the differing techniques? How do results differ, etc.

6. Julie will do a complete computer analysis of the job opportunities in the field of counseling.

In early April, after Julie had been on the learning level for approximately five weeks, I accompanied her to the elementary school where she was working on the project. From the following excerpt, it can be seen that many of her activities were not directly related to the project she was working on. They were related to her interest in elementary teaching, however.[8]

> Today I observed Julie at a grade school where she is on a learning level. I arrived at about 9:00 A.M. and located Julie in the office of the school counselor who serves as an employer instructor.) We talked about her learning level until 9:30 A.M. when we went to a 6th grade remedial reading class. (Julie noted that she spent the first three weeks of her learning level at ... Elementary. "I like it better here because they let you do more," she remarked. Julie noted that at ... the counselor didn't have a lot of activities to keep her busy. As a result, she sat in his office a large portion of the time she was at the site.)
>
> From about 9:30 A.M.-9:50 A.M., Julie worked with students in the 6th grade class. They were reading short stories, then filling out answer sheets which dealt with selections they had read. Julie got a template and began to correct some of the students' work. In addition to this activity, she recorded completed work in the students' notebooks, listened to individual students read passages from their texts (she corrected mispronounced words as they did so), and corrected the workbook activities which some students were doing (e.g., dividing words into syllables).
>
> We returned to the counselor's office at about 9:55 A.M. There were three girls in the office, and Julie asked them what they were doing. She also noted that they weren't supposed to be in the office. The girls did not leave right away, however, but stayed to talk with Julie. One

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8. Julie's learning manager commented (in reference to activity #1) that she "didn't get into much depth about how he (the counselor) works." This perhaps resulted from the fact that Julie spent the majority of her time engaged in activities apart from the counselor.

girl commented, "I don't like school." Julie asked why she felt this way, and the girl responded, "Because you don't learn anything. It's the same thing day after day." The girl also asked Julie if she liked the $(CE)_2$ program better than going to the high school, and Julie commented that she did.

The school counselor came into the office while we were there, and Julie mentioned that she has been working with Terry (a student she is working with for activity #2) in his reading class. She added that he had recited a poem to her yesterday during recess. (According to Julie, Terry has been unwilling to learn poetry, and she feels this is an improvement in his behavior.) The counselor noted that it might be a good idea for her to make it a part of her regular schedule to spend some time with him. He then said that he had to attend a student council meeting and left. After he had done so, Julie commented that he is always attending some type of meeting. "When he has time for me I'm busy, and when I have time for him he's busy," she remarked. I asked how her present schedule was determined, she said that the counselor sent a notice to the teachers explaining her presence and asking for responses from those desired help in their classrooms. Her schedule was then out from the responses he received.

At 10:00 A.M., Julie and I went looking for Terry. We located him in a class which was engaged in reading poems. Julie sat down beside him and listened to him read, and she helped him with word pronunciation. The class ended at 10:10 A.M., however, so her work with him was short.

Between 10:10 A.M. and 10:30 A.M., Julie chatted with a secretary and receptionist in the staff lunchroom. We then went to a music room where she helps the violin teacher. Julie and I set up some music stands, and the teacher then asked Julie to work with three students. She worked with them individually outside the music room. Her task consisted of having students identify notes which were printed on flash cards and then indicating how to play the note on a violin. This activity occupied her time until 11:30 A.M.

From 11:30 A.M.-12:30 P.M., we ate in the staff lunchroom. Julie talked with some of the teachers about her project--she noted that she was comparing the counseling techniques of the counselors at the two schools where she had been assigned. "They both seem to work," she said, but added that if the two counselors switched techniques, things wouldn't work as well. (Julie noted that she had followed one of the counselors for a day, has talked to him about his techniques and has observed him work with students in his office.) Julie was also a source of some banter by the teachers. For example, she indicated that she was going to a 1st grade class after lunch, and one teacher remarked, "First grade, huh. I thought that's where you belonged."

After lunch break, we went to the first grade class. (There are actually three classes housed in semi-separate rooms connected by a central open area.) At 12:30 P.M. the students congregate in the central area prior to splitting into small activity groups. Those who are going to lead these groups (both teachers and students perform this role) address the assembled group and indicate the activities which will take place in their group. Students are then free to select the group of their choice. Julie has been reading a story to students, and today she indicated that students could draw a picture which related to the story. When the students broke into small groups, however, none selected her group. When a few later drifted over, she talked with them about the story and provided them with paper and crayons to draw pictures. At about 1:00 P.M. we left for a fourth grade reading class. As we were doing so, one of the first graders told Julie that she didn't want her to leave. Julie said that she had to go help another class and as we were walking down the hall to the reading class, she remarked the first grade class "is the best part of my day."

Julie helped correct workbook activities in the reading class and also responded to student questions about the assignments. At 1:30 P.M. we departed for a 6th grade math class. Julie worked with students who raised their hands to indicate they were having problems. We left this class at about 2:10 P.M. and returned to the learning center.

If students were kept busy with activities they judged meaningful, they enjoyed the freedom and flexibility which characterized their learning level activities. At times, however, students felt that the demands of meeting program requirements were in conflict with what they were doing at the site. For example, when a student who was on a learning level at a dentist's office was reminded by an ERS that he should turn in his project, he replied, "I'll get it done, but I'm really learning something about dentistry now." Similarly, a student who was on a learning level at a local auto body shop had most of his project completed four weeks after he had begun the learning level. He admitted that he could have finished the incomplete sections in a day or two, but he didn't complete the work for five weeks. When queried about this, the student indicated that he enjoyed associating with the employees at the shop and liked the work he was allowed to do there. When this student's behavior was discussed later in the year at a zone debriefing, his learning manager stated, "He really needs earlier pressure than we gave him this year, and closer monitoring too." The employer relations specialist for the auto body shop also noted, "He isn't trying to avoid work. He's just doing the things that interested him most."

In both of the above cases, the learning managers were willing to write additional projects for the students at their respective sites. A lack of close monitoring and the absence of student initiative in meeting program goals allowed them to continue working on the same projects, however. In both cases, the students felt they were engaging in meaningful learning activities, but in both cases fell behind in meeting zone requirements.

Student-Employer Instructor Interactions

As they visited various sites in the employer network, $(CE)_2$ students were exposed to members of a variety of occupational cultures. For the most part, employer instructors were new acquaintances, though in a small number of instances, parents served in the formal role of employer instructor as they directed their offspring's activities at a site. In addition, one 1974 graduate of the program had been hired by a participating employer, and he served as an employer instructor at the site. One student also moved from his home to an employer site after he had developed rapport with the employees there. Although age restrictions did not permit him to be hired by the company, he acted as a valuable aid to the employees.

During learning level placements (and explorations, toc) students came in contact with individuals other than those who were formally designated as the EI. At times, some of these individuals took the major role in directing the student's work at the site. When I asked one student who the employer instructor was at his learning level site, he commented:

> Bill is the EI, but I don't spend much time with him. I met him but then he introduced me to John, who's showing me around. That's the way it is with all these places. They [EI's] get busy here and there, and then someone else shows you around.

As they interacted with employer instructors at learning level sites, students were exposed to a variety of teaching methods. At times employer instructors explained certain aspects of their work to students, while on other occasions students and employer instructors entered into question-and-answer sessions. Demonstrating activities for students, providing career-related literature for reading, showing training films and allowing students to practice skills on a trial-and-error basis were other methods employer instructors used. This list is by no means meant to be exhaustive. The methods used varied from site to site and from employer instructor to employer instructor. On any learning level, however, students were likely to be exposed to a variety of different teaching methods.

As was true of explorations, interactions on learning levels depended in part on the employer instructor's daily schedule and understanding of the program. As an example of the latter, one employer instructor who had just finished his first attempt at directing a student's learning level remarked, "I'll know better what to do next time. When Michael was here, he'd come into the office and I'd think to myself, 'What am I going to do today?'"

Some employer instructors engaged in banter with students as they interacted with them. A student made the following comment about this aspect of interactions in one of the exploration packets he turned in for credit:

> You have to be able to joke around. Paul was quite helpful and so was Dan. Sometimes the Bull flies, and it's a lot of fun.

The following examples illustrate some of the banter that occurred on learning levels:

> Fred was using some wood filler to fill in the cracks on his tape carrier when Nate (EI) walked by. He looked at what Fred was doing then remarked, "I'll get you six cans of that [wood filler] and maybe you can get that done."
>
> Upon arrival at the shop, Troy was greeted by mechanics. "What's the good word?", one asked. Another replied, "It must not be too good. He's back. What's the matter, they going to make you do it [project] all over?" A third mechanic who was walking towards us shouted, "What'd they do, Troy, let you out of reform school?" Troy, who is normally reticent, smiled and replied that he had been on vacation last week.

It was noted that spontaneity and the use of first names occurred as students and staff interacted. These factors were also characteristic of student-employer instructor interactions.

In a few instances, students interacted with employer instructors outside the employer site. For example, one student received skiing lessons from an employer instructor and another student went motorcycle riding with one of his employer instructors.

When students were at their sites, employer instructors occasionally attempted to regulate or redirect student behavior as the following illustrates:

> At approximately 10:00 A.M. Oliver suggested that we go to the lunchroom. (I asked if he shouldn't be working on his project, but he noted that he needed some measurements from the ERS before he could continue.) We walked over to the lunchroom, and Oliver drank a cup of coffee as he talked about various projects he has been working on this year. There were some Playboy magazines in the lunchroom, and after talking for awhile, Oliver began thumbing through them. About 10:40 A.M., Ken (the employer instructor) came to the lunchroom and said, "If you don't have anything to do, I've got something for you." Oliver indicated that he would return to the shop just as soon as he finished examining the copy of Playboy. When he had finished, Oliver and I went back to the shop.

Ken indicated that we could place some steel strips on the racks beside his work area. We continued at this task until the 11:00 A.M. lunch break.

I seldom observed employer instructors exert direct forms of social control like that noted above, however. Perhaps this was because the students I accompanied to sites for the most part kept busy either working on their projects or helping employees at the site.

On a sporadic basis during a student's learning level placement and upon its completion, employer instructors fill out a "Student Performance Review" form on which they rate the student's behavior in the following areas: attendance/punctuality, attitude, learning process, and performance. Some students found these useful in getting feedback from employer instructors regarding their behavior, but others found them useless for this purpose. In some cases students held the latter attitude because they had not been given the opportunity to review the form or had not taken the initiative to do so.[9]

Student Career Decisions

As a result of their experiences at various employer sites, it is common for students to learn about certain types of careers that they do not like. They learned some jobs payed less than they expected, that the training period was lengthy or that the working conditions were not what they had anticipated or desired. For example, Larry changed his mind about wanting to be an auto mechanic after his learning level. He noted, "I thought I wanted to be a mechanic. When you're stuck doing it four to five hours a day it gets boring."

On the other hand, students also came in contact with a variety of careers that they were interested in pursuing at some time in the future. The following incidents illustrate this phenomenon.

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9. At the same time that employer instructors filled out the student review form, students filled out an evaluation form on which they commented about the site and the employer instructor's effectiveness in coordinating their work. I am uncertain about the degree to which employer instructors found the student comments useful.

As I was talking to Hugh about his career interests, he noted, "I don't mind telephone work, and I might not mind having a job with the phone company. I didn't think I would like to do it before I went there."

Roger said that he is dispatching at the fire department for his learning level. He noted he likes the work and doesn't get bored. Roger stated that he didn't think he would like this work when he first went to the site, but he enjoys it now and is thinking of it as a possible career.

Mark stated that he is interested in a "professional career." He has explored a dentist's office and is attracted to the career by the salary and freedom it affords, but he is uncertain he wants to spend "all that time in school."

Most students were uncertain about the type of career they wanted. That is, rather than having decided upon a specific career, they had eliminated certain ones as viable options and had identified several possibilities in which they were interested. The following letter, sent by a graduating student to staff members at the end of the year, provides an illustration of this pattern.[10]

People:

I (Fred Bang) would like to thank you all for putting up with me for the time that you did.

My plans for the summer and on are as follows. First get a job with ? (1) Northwest Moving and Storage, (2) Electronics Unlimited, or some other firm (poss. lumber yards).

Second, get a Harley 1000 ccV or a 250 or 360 enduro and go from there. (I will be visiting from time to time though.)

Thanks again.

Love, Fred

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10. Fred had learning levels at Electronics Unlimited and a lumber yard. His interest in the moving company was spurred by a rumor that there was a job opening there.

It was common for $(CE)_2$ students to explore "appropriate" sex role carecrs as opposed to examining those traditionally held by members of the opposite sex. Opportunities for exploration of non-traditional roles existed, but students did not generally pursue them.

One goal of the career development component is to aid students to "analyze potential careers for financial and psychological inducements, preparation needs and preparation programs available." As students talked about their community experiences and career interests, it was obvious that some were analyzing potential careers along these lines. Discrepancies in this process also occurred. That is, some students were not making "informed choices" (Spradley 1973:11) as they decided for or against a particular career.

> Guy and I were talking about his career plans when he graduates from the $(CE)_2$ program next month. He said that he is planning to work full time next year then go to dental school. (Guy had a learning level at a dentist's office last year.) He noted that he wants to be able to afford the "creature comforts" and sees dentistry as a way of attaining them. Guy is uncertain as to how many years of pre-dentistry he must undergo, the coursework he needs or where dental schools are located in the state, however. When asked why he didn't learn these things while at the dentist's office, he noted that when he was there he wasn't really interested in dentistry as a career. As a result, he didn't pursue these matters. [NOTE: As we talked, Guy mentioned that one of the nice things about $(CE)_2$ is that students have opportunities to learn about careers rather than merely make uninformed choices about them.]

Competency Certification

In the process of completing work for the competencies, students are required to visit various public agencies and individuals who have been designated to certify their work. For example, students completing competency #8 (participating in the electoral process) must complete a voter registration form at an appropriate location in the community, and they must also discuss and analyze two ballot measures to the satisfaction of a representative from the League of Women Voters.

At times competency work is carried out on an individual basis (e.g., taking a driver's license examination for competency #13); on other occasions students work in groups. For example, competency #1 (transacting business on a credit basis) involved attending a group meeting at the Learning Center with a bank official who talked about such matters as credit buying, debt consolidation and bankruptcy. At this meeting, students also filled out a credit card application and worked on problems which required them to figure the price of goods bought on the installment method. To obtain certification, students had to visit the official at the bank on a group or individual basis to discuss the problems they had worked on.

One consequence of obtaining certification on a group basis was that students might receive credit without doing the required work or doing only a minimal amount of work. The following case provides an illustration:

> I drove Al and Elmer to the garage where they were seeking certification of competency #13 (winterizing a car). Upon arrival, we were directed to the service manager's office, for he acts as the competency certifier. After we had introduced ourselves (Elmer had called for an appointment earlier in the day), the service manager asked him what he would do to winterize a car. Elmer explained that one could use anti-freeze, carry tire chains or get studded snow tires and carry a small bucket of sand and a shovel in the car. The service manager asked if there were anything else to check, and Elmer noted that one could check the car's brakes and lights. The service manager indicated that he had a good understanding of how to winterize a car, and he signed his slip. Al also got his slip signed although he didn't say anything. As we were leaving, the service manager noted that they would be glad to have anyone come for an exploration or learning level. Elmer thanked him and we departed.

Even when students had done the work for a particular competency, this did not necessarily mean that they could perform the tasks again in a non-simulated situation. That is, certification for a particular competency did not necessarily ensure either that the student was competent or felt himself to be competent in the area covered. For example, after attending a session in which

a student was certified for competency #14 (filing state and federal income taxes), I asked the student if she could fill out her income taxes next year. Her reply was, "Are you kidding? No way!" Similarly, some students who had passed competency #5 (budgeting time and money effectively) were required to spend extra time at the center because of their inability to meet the program's time zone requirements.

Other Community Activities

Explorations, learning levels and competency certifications represent the main types of program activities which students engage in while out in the community. Infrequently, however, students may be placed on community sites for skill building or special placement purposes.

Skill building placements are designed to allow students to obtain entry-level skills in a particular career. No students were placed in the community for this purpose during the 1974-75 school year, but the previous year a few students had been. One student received instruction in the field of auto mechanics at a local training center. Another student was trained as a telephone operator by the local phone company, and she subsequently obtained employment there.

During the 1974-75 school year, several students were out in the community on special placements. One student taught French at a junior high school for project credit and two other students had a project written around their week-long visit to the state representative's office. The following fieldnotes recount a special placement trip which was taken to the Oregon State School for the Blind by four students who were completing a project on blindness. They took the trip to gain information for a written essay on the school which was to include "information on the facility, the program and the organization and staff."

> This morning I drove Shirley, Ann, Cathy and Julie to the State School for the Blind where they are to complete an activity for a project they are working on. We arrived at the school at about 9:00 A.M. and were directed to the principal's office by a receptionist. The principal, upon meeting us, asked if we were from a college class. (Students from a nearby college were also visiting the school today.) Shirley explained that they were from "an alternative high school program for juniors

and seniors." Ann added that they were at the school to talk with some of the students about what it was like to be blind as well as to observe some of the classes. (I asked Shirley if the principal had been informed of their trip. She indicated that she talked with the principal's secretary about their plans but hadn't talked directly with him. It was obvious that the principal was uninformed of just what it was they had hoped to accomplish today and how this fit in with the other activities they had done for their projects.) Julie noted that they had brought a videotape and asked if they could use the machine to film a class. The principal asked what they wanted to use the tape for, and Ann commented, "It's another way of showing our learning managers what we've done." The principal said that he would see what types of arrangements could be made, and he departed for a few minutes. When he returned, he said that the girls could film a class of primary children, and he directed us to the room.

There were six students in the class (organized by ability level rather than grade level). They were working on a reading assignment and also working on some exercises which had them distinguish the difference in the "en" and "in" signs in the braille system. We also watched the children play a game which involved the computation of addition and subtraction problems. While in the class (from 9:15 A.M.-10:20 A.M.), Jule videotaped some of the activities, and the other girls either watched the classroom activities or helped Julie run the videotape machine.

When the students had gone outside for their recess period, the teacher explained how the students use a braille ruler and clock. As she did so, Shirley noted that they had learned some braille and asked if the students were learning contractions. [They weren't.] The girls thanked the teacher, and she departed.

I walked outside to observe the students on their recess, and when I returned to the class, Julie and Ann were just finishing the task of packing the videotape equipment. We walked towards the principal's office looking for

Shirley and Cathy who had departed while they were packing the equipment. They returned about five minutes later and explained that one of the older students had volunteerd to show them around. In the process, they met a teacher who took them to several classes. Both girls indicated that they tried to excuse themselves from the situation, but the teacher kept talking about the classes they were observing. As Shirley noted, "We tried to get away but she just kept talking. I'll bet she talked to us for twenty minutes." [Both girls thus viewed the situation as one to retreat from rather than as one to explore and profit from.]

When we were all together, the principal walked by, and Shirley asked if we could observe one of the older students' classes. He indicated that we were free to do so. He also noted that he wasn't sure what the girls wanted to see, but he invited them to view a 15-20 minute movie which he would be showing to the visiting college students. (He stated that the movie would show some of the teaching techniques they use.)

We went into another class and observed several older students who could read large-printed materials by holding them a couple of inches from their eyes. (The girls did not videotape this class.) After watching for about ten minutes, Shirley thanked the teacher for allowing us to observe, and we departed.

It was now about 10:50 A.M. Ann commented, "Come on, we've seen enough. Besides I'm hungry. Let's boogie." Shirley and Cathy commented that it would be nice to see the film, but when the other two girls didn't respond to their remarks, Cathy speculated that they would probably be late in getting back if they stayed to watch it. We thus departed; but before doing so, Shirley told the principal's secretary to thank him for letting them observe.

[NOTE: A number of factors such as time restrictions, lack of information on the part of the school officials concerning the

girls' intended activities and the unwillingness of the girls to explore potentially fruitful situations limited the amount of information they received for the essay they were to write.]

While most special placements were of relatively short duration (two days to a week in length), one student was on a special placement at a junior high school shop for most of the school year, As previously noted, this student was paid for the help he gave the teacher with a special education class. He also used his welding and woodworking skills to make a dog kennel and other items for staff members, and he was paid for these services.

Occasionally brief trips were taken to various community sites for specific purposes. For example, as a follow-up activity to the employer seminar dealing with the environment and ecology, students were given the option of visiting either a sewage treatment plant, a nuclear power plant or a paper mill.

Concluding Remarks

This chapter has focused upon some of the activities students engage in when they move beyond the confines of the Learning Center to meet $(CE)_2$ requirements. In this section, some summative and interpretative comments related to these activities will be presented.

Resource Sites and Student Placements

The various service organizations, businesses and professional organizations in Tigard and its surrounding communities coupled with those in Portland offer a wide range of employer sites. In fact, the diversity of career options in this area is as great or greater than in any other region of the state.

While the variety of $(CE)_2$ employer sites is great, a number of constraints affect the possible range of sites which may be explored. For example, as a result of various restrictions, union sites are almost non-existent in the $(CE)_2$ site network. Students consequently have few opportunities to learn about unions on employer sites. Knowledge of this type is imparted during employer seminars much as it might be at a "traditional" high school. The nature of the regional economy also influences

the site pool. That is, the variety of sites in the Tigard area is different from those available in an eastern Oregon farming community. Each location offers a different range of career options for possible exploration by EBCE students. Constraints on the employer relations specialists also affect the site pool. A large portion of their time must be spent coordinating the activities of students on employer sites. This limits the time they have to seek out and develop new sites.

At the beginning of the school year, meetings between students and staff are held for the purpose of placing students on employer sites. (During this time students are placed at sites already in the employer network. Later, new sites may be recruited for students desiring to explore a career not represented in the employer network.) As the year progresses, placements are increasingly arranged during informal encounters between staff and students. Furthermore, the information about employer sites which is shared among members of a peer group influences students' conceptions of employer sites as well as their decisions concerning which sites they choose to visit.

In choosing sites for exploration and learning levels, students are not merely motivated by the decision to examine a particular career. Sites are selected for a variety of other reasons as well. For example, students may visit a site in the hopes of securing after-school employment there or they may visit sites which coincide in some manner with their leisure-time activities or general interests.

Employer Instructors and Employer Site Activities

Site experiences bring students in contact with a variety of individuals other than their employer instructors. This provides opportunities for the development of communication skills and increases students' feelings of adequacy in dealing with adults in general.

When students are kept busy and allowed to participate in activities which they judge meaningful, they enjoy their site experiences. On the other hand, when employer instructors are uninformed about their duties or are too busy to help them with their project activities, they do not enjoy their program experiences. (During their experiences in the program, most students run into one or more of the latter situations.) Furthermore, when student criteria for a "good" site experience are not

realized, there is a tendency to view negatively the career or careers being explored on the basis of the site experiences and/or relationship with the employer instructor rather than on the basis of career characteristics.

The achievement of intended goals is also frustrated when employer instructors are improperly informed about their roles and responsibilities. For example, students may have time slips signed and credit may be granted for academic work when the student has not completed the required work.

In order to increase employer instructors' knowledge of the $(CE)_2$ program and their intended roles, a series of employer meetings is held throughout the year. While these meetings are helpful to employer instructors in increasing their knowledge about the program, adherence to a particular sequence of topics limits their usefulness for some participants.

Site placements provide students with both an opportunity to examine careers on a first-hand basis and a chance to correct any distorted impressions they may have regarding the particular career being explored. Site experiences are circumscribed to a certain extent, however. Students do not have to adhere to the daily work schedule and they do not face the pressures for performance which workers do. On the other hand, lack of strict adherence to the normal working schedule allows students to explore their own interests. In short, there are always limits to the amount of information students are able to digest with respect to a particular career. Consequently, the possibility still exists that some will have a distorted impression of the careers they choose to explore.

Career Choices

As a result of their employer site experiences, it is common for students to eliminate certain careers as viable options. At the same time, rather than deciding on a particular career, most students identify several in which they are interested.

In addition, although they were given opportunities to do otherwise, students tended to explore "appropriate" sex-role careers.

Individualism

In this chapter, further examples were given of the problems staff members faced as they tried to reconcile the ideal practice of judging a student's progress against his own abilities (as determined by staff judgment) with the reality of the program need to obtain closure on the achievement of various student outcome goals. For instance, students who balked at writing projects had them written for them by the staff. This helped keep students on schedule but also thwarted one of the program's goals. It was also noted that the amount of pressure to exert on students was a concern for staff members. Too much pressure for completion of required work could result in premature closure on a valuable learning experience and too little pressure resulted in students falling behind in meeting program requirements. Staff members constantly struggled to find adequate solutions to these problems, but there are no simple answers to these issues.

CHAPTER 5

THE $(CE)_2$ EXPERIENCE FOR OLIVER: A CASE STUDY

The previous chapters of this report have been concerned with describing and analyzing the $(CE)_2$ program. In doing so, emphasis has been placed upon the activities and perceptions of a number of students. $(CE)_2$ was designed to stress individualized learning, and in order to examine this aspect of the program, this chapter will focus on the experiences of a single student.

As I have reflected about why Oliver was selected for this case study, I have often asked myself: "Did I select Oliver or did he select me?" The answer to this question is probably some combination of the two. I have come to the conclusion, however, that I shall never know all the factors behind my decision to focus on Oliver's activities for this case study.

Oliver is a fairly rotund and gregarious individual, and the latter trait was certainly one that influenced my decision. He is quite verbose and enjoys talking about his experiences in the program. When I began to accompany other students to their employer sites, he requested that I accompany him. I provided him with an interested audience, and he served as a key informant. The physical proximity of his house to my residence was another factor which solidified our friendship. Throughout the year we often traded rides to the center or employer sites, and visiting in out-of-school contexts was facilitated by the short distance between our homes.

In presenting this case study, the intent is not to describe the activities of an "atypical" or "typical" student but to describe in an integrated fashion the experiences of a student with whom I developed a great deal of rapport. This case study will thus provide an individualized focus which will supplement the data contained in previous chapters.

Family, Friends And Personal Interests

Oliver lives in a modest three bedroom home on the outskirts of Tigard's city limits. Although he has lived at his present address for some time, he was born in

Portland, Oregon, and has lived in the Tigard area most of his life.

A limp in Oliver's gait is one of the lingering reminders of an auto accident in which his mother was fatally injured. Oliver describes the period after the accident as a tumultuous one, for he began to associate with a group of neighborhood friends who "did everything from lying to stealing." He also feels that it was a period during which "I had to look out for myself." He recalls that his father was busy at work much of the time and the relationship between them was strained. Oliver feels that their relationship is now more harmonious, however, and he describes his father as a "pretty nice guy."

About five years ago his father remarried. Oliver often described his relationship with his step-mother as being strained, but feels that he tries to internalize his hostilities in order to "keep the peace for my father's sake."

Much of Oliver's out-of-school time is spent in the company of adult friends in his neighborhood rather than with peers.[1] When asked if he missed his friends at Tigard High School after he joined the $(CE)_2$ program, he replied: "No, not really. I wouldn't call them friends, just acquaintances. They know where my address is if they want to visit me."

Some of Oliver's favorite recreational activities include fishing, scuba diving, motorcycle riding and tinkering with automobiles. He is also interested in guns and enjoys hunting and target shooting. While a student at Tigard High School, Oliver did not participate in any extra-curricular activities, and he didn't participate in them as a $(CE)_2$ student, either.

Prior to his enrollment in the $(CE)_2$ program, Oliver had worked as a boxboy in a supermarket. He had also been employed by an appliance store to help deliver and

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1. This situation changed late in the school year when Oliver became attracted to one of the girls in the program. He subsequently began to spend more of his leisure time with her than with his adult friends.

set up merchandise, and had worked as an assistant in a butcher shop. As will be noted below, however, a desire to learn about various careers was not one of the factors which motivated Oliver to seek enrollment in the $(CE)_2$ program.

Involvement In The $(CE)_2$ Program

Deciding to Join

During his sophomore and junior years, Oliver received a number of letters from NWREL and $(CE)_2$ which described the program, and he also talked to a former $(CE)_2$ student who later dropped out. From these sources, he became vaguely aware of the $(CE)_2$ program, but he wasn't interested in pursuing it as an option and passed up the recruiting sessions which were held at the high school.

During the last month of school in his junior year, Oliver was suspended from school for three days when he was caught smoking in a restricted area on the school grounds. Oliver described this as the "first time I'd been in trouble in school," and stated that he was "mad" at school officials over the incident. While he was out of school, Oliver tilled up a garden spot at home with a hand tiller, and began to think about the $(CE)_2$ program as a possible alternative to spending his senior year at Tigard High. When he returned to school, he talked with a counselor about the program. He was advised that it might do him some good, and an application form was secured for his use. He subsequently filled out the application and submitted it to $(CE)_2$ staff members.

As he reflected on his reasons for joining, Oliver admitted that his decision was in part influenced by his belief that he was "taking the easy way out." From conversations with other high school students, he felt the program would be "a breeze to get through." [On the student application form, students are asked to rate a number of reasons for their deciding to join $(CE)_2$. One of the reasons offered is, "I heard the $(CE)_2$ program was easy." Oliver rated this as "not at all important." This is in direct contradiction to the information he gave me and another interviewer from ETS. Since the applications are filled out before students are selected, it is possible that they are in part giving answers they feel will be acceptable to staff members rather than their true feelings about the items listed for considera-

tion. When queried about this, Oliver agreed. He said he had given the "right" answer to the question above because, "I wanted to get the hell out of the high school."]

On his application, Oliver made the following comments regarding his reasons for joining:

> I feel that I should have a part of planning my education. I am trying a variety of work experience. So CE_2 can help me in setting my goals for a solid and balance education.

While Oliver cited his suspension from high school as the catalytic event for his decision to join the $(CE)_2$ program, he was not entirely happy with some of the structural characteristics of Tigard High. More specifically, he found the daily routine of attending classes to be boring, and he didn't feel that what he was being taught was particularly relevant. During an interview held at the year's end, Oliver made the following comments regarding this matter:

> At the high school it was never a challenge. It was boring to me. I never, you know, cared for doing anything because I knew I could either cheat or pat the guy on the back and get a grade out of something.

Oliver also found the high school to be an impersonal place where "a person's a number unless you're a super jock or something fantastic."

Initial Adjustments

In August, prior to the start of the school year, students were given reading and math tests in order to assess their skills in these areas. Staff members regarded Oliver as a "problem" student during this period, for he talked with other students during the testing and was "foul-mouthed." Oliver also refused to complete the math test and "drew a finger" on the exam. This action resulted in a conference with a staff member during which Oliver said that he had merely been trying to draw a "peace symbol." Oliver was reportedly told that no matter what he had been drawing, his actions were improper and not to be repeated.

The following comments were placed in Oliver's records regarding the above incidents:

BASIC SKILLS ASSESSMENT

Date: 8/15/74

Test Results and Interpretation: Out of a possible 25 correct on the reading inventory Oliver received a score of 16. Assessment in this area indicates that Oliver has a good command of phonics, word recognition and sentence structure. Difficulty seems to have arisen in the areas of vocabulary and comprehension. It is recommended that the reading activities and materials be structured around Oliver's personal needs and interest as well as encouraging him to increase his vocabulary. On the math inventory out of a possible 30, Oliver answered three correctly. This indicates that there is extreme difficulty in handling basic math computations in addition, subtraction, multiplication, and division of whole numbers as well as completing arithmetic operations in decimals, fractions, percentages and measurements. This assessment indicates a need for a special math program for Oliver. Whether it be program text, math tutors or classes it is also recommended that Oliver be given the Palo Alto Diagnostic Math Survey to find more specific evidence as to what the difficulty might be in the area of basic math skills. It is significant to note that Oliver made no attempt to solve problems 8-16 and problems 19-30 and spent considerable time hassling others during the test session and doodling on his paper. He showed very little concern for his behavior or performance. Observations: Oliver was a very brusque, loud young man during the testing period at the center. He spent a great deal of time talking to his neighbors, making jokes, sometimes being belligerent, attacking others. While there was no indication of frustration or anxiety, Oliver was concerned as to why he had to take the test as he already knew what he wanted to be and was just biding his time until he graduated and was able to join the armed forces. As he had no concern over his performance on the test, it is felt that Oliver was very lackadaisical in his performance and marked answers without having given them consideration or any contemplation.

When many students talked about their early days in the program, they often mentioned having problems setting their own time schedules and learning the overall organization and "language" of the program. As Oliver reflected on his first few days in the program, he felt that he had few problems with time scheduling but did have problems learning to cope with a multitude of new terms and organizational features:

> Well, the first day was really weird because they had all the picture taking and all the mess dealing with getting started in the program. And then they went through about two days worth of orientation. It had me like, Jesus, where am I going?. . . I had too much in my head and I didn't know enough about it. So it was really weird. So for about the first week I guess, anyhow, I was really uptight cause I didn't know if I was going to make it or not. But one word, one staff member put in--"If you get on top of things you're going to be all right." And I just kept up with things and soon as I turned around I had three projects and I was up to date with everything.

When asked if the orientation process could be improved to make it less confusing for new students, Oliver replied:

> I'm not sure how they can do it more successfully. They'll learn eventually. They can't pick it up just like that [snap of fingers]. They'll learn it eventually, but it's going to take a little time. I guess the way they [staff] figure it, and the way I figure it now--You'll grow into it, you know.

During the debriefing after zone #1 (approximately three weeks after school had begun), the following comments were entered under the "prescription" category of Oliver's zone #1 record:

(a) coarse but very delightful to work with
(b) smooth out a little
(c) needs reinforcement and lots of encouragement

About a week later, a student staffing was held during which Oliver's behavior was discussed. The following comments were placed in his records:

LM: hard worker, initiates meetings, turns in work - worried about how he'll get things done
LRS: not sure of himself - needs reassurance
ERS: OK on sites

In both of the above meetings, staff members seemed to sense the feelings of disorientation and frustration Oliver referred to earlier, and it also appears as if he was no longer viewed as a "problem" student.

At a student staffing which was held a month later, staff members felt Oliver was doing well in terms of meeting program goals. The following comments were placed in his records and a "positive postcard" prescribed:

ERS: meeting job site commitments/checks in on time
LM: no problem/checks in regularly/turns in activities on time!

At about the same time, Oliver's learning manager added the following comments to his records:

> Although Oliver appears to be quite aggressive, (and is far from quiet), he is very cooperative and easy to work with. He is mostly a self-directed learner, but he does like to check in with someone now and then. He says he can get frustrated if he has difficulty with a task, but so far he has been very good about asking for assistance before he reaches a point of frustration. Oliver enjoys wood work and engine work because he can use his hands. He said he would like to use tape recorders and videotape, as well as become more proficient at interviewing. He likes to learn in small group discussions, he is quite verbal and excels with this type of learning. At the same time, however, he needs to work on basic math and reading skills.

Interactions with Staff

In contrast to his experiences at Tigard High, Oliver interacted often with $(CE)_2$ staff members, and he found these interactions to be a rewarding aspect of the program. Not only did Oliver like the relationships he developed with staff members, but he felt they were the aspect of the program which made it a success. As Oliver once remarked

I never really got into anything, never got involved into doing the best I can 'cause I never felt like I was a person at the high school. I felt more less I had a number stamped on my back. I went to this room and that room for eight hours a day and then went home. Got up the next day and came and went through the same process again. This is discouraging because I know I have a few abilities, and the high school is not set up where they can build your influence in some type of a career. Maybe in shop class or something like that [they could]. It's just not set up good enough where you're going to be wanting, you know, to go further. Most people are just sort of there hanging in. I never cracked a book all the time I was there. Last year I pulled a 3.40 all through school, but I never cracked a book. I was bored. I was just plain bored of school. But getting back to the way the staff treats you here. It's, you know, like I say a big family more or less. And I've got some great relationships between a few of the staff. Some I think are really special and as far as that goes, I guess I'm pretty special to them the way I've heard they feel towards me. I think we have a comfortable feeling between one person and the next--where you can sit down and communicate. It doesn't matter if you have a problem with school, home life or what. If they can help you, they'll sit down and try to help you. You know, they'll make you comfortable in the sense where you can talk about things. That's one of the great things they've done for me is where I feel free to talk about my problems.[2]

On another occasion Oliver noted:

. . .the staff that was in it [the $(CE)_2$ program], they were great. You can't beat people like that. That's what's so rewarding for a program like this is the people that make the program. You could have the best thing in the world going for you, but if you don't have the people who are the kind of people in the [$(CE)_2$] program, you can't make it work.

---

2. Oliver's high school transcripts indicate a 2.50 accumulated GPA.

When a Portland radio station ran a "super person" contest, Oliver took it upon himself to write in support of one of the staff members. He submitted the following letter, and the staff member was subsequently selected as one of the "super persons" by those running the contest:

> There aren't many people in this world that I really care about. One of the few is a lady named Carol. She is the kind of lady who can make anyone feel right at home. Carol is a staff member for Community Experiences in Career Education an Alternative Career Education Program for junior and senior high school students from the Tigard area.
>
> All the students and staff at $(CE)_2$ find Carol one of the warmest, nicest of people in their lives. She is chipper, bright, and bubbly every day all day. She always has a smile for people she meets. She is a pleasant part of my life and will always hold a gentle and warm place with me and with everyone she touches with her charm and generosity.
>
> Sincerely,
>
> Oliver Smith
> and the staff and student body of $(CE)_2$

Oliver's encounters with staff members exemplified the banter which often characterized student-staff interactions:

> When Oliver and I returned from his employer site, he sat down at one of the tables in the northern part of the learning center. Vicki (staff member) walked by and commented, "What's the matter, Oliver, you look depressed." "I am depressed today," he replied. "Oh, this will make you feel better," Vicki said as she she kissed him on the forehead. "Now <u>that does</u> make me feel better," Oliver stated, as he rose from his chair to grab her. Vicki laughed and moved out of his reach.
>
> This morning at the learning center, Oliver was kidding one of the staff members about how "dumb" he looked since shaving his beard. The staff member retorted by noting that Oliver only had to shave every five days. Another staff member had overheard the conversation and noted, "Yeah, and pretty soon he'll be using a blade!"

Oliver did not restrict his banter to interactions with $(CE)_2$ staff members. He enjoyed kidding with me on employer sites (e.g., introducing me as "one of those edu-cated college dudes"), and shortly after meeting a school representative from Kodiak, Alaska (one of the sites where $(CE)_2$ will be replicated next year), he quipped, "Boy it smells here. There must be a fish cannery around here or something." Similarly, at the close of an interview with an ETS employee, he was asked, "Are there any other comments you wish to make?" Oliver replied, "Well, here we go, I don't like this guy, No [chuckle] . . ." As will be seen in the excerpt below, Oliver also engaged in banter with the employer instructors at the sites he visited.

While Oliver enjoyed his contacts with staff members at the Learning Center, he also interacted with some of them in contexts apart from the formal school setting. He went target practicing with one staff member on several occasions and also helped him butcher a beef. He enjoyed talking with another about fishing, and on occasions they went fishing together. When this staff member announced his decision not to return the following year, Oliver signed his farewell card, "You're the type of friend I'll keep a lifetime."

In early May, a student staffing was held during which Oliver's behavior was discussed. Since he was nearing completion of all program requirements, a discussion ensued about his finishing early. During this discussion, one staff member observed, "He won't leave early. He likes it around here." As it turned out, Oliver did finish two weeks early, but he continued to visit the center every day to chat with staff members and friends. At a dessert which was held at the close of the school year, staff members gave Oliver a paddle-ball "because he kept coming back."

In summary, Oliver liked $(CE)_2$ staff members, and he felt his personal relationships with them were a very rewarding aspect of the program. During an interview with an ETS employee, he observed:

> I think every staff member here is really dedicated. . . done. . .doing a hell of a good job for every student. They've given every student the feeling that they are a part of something, that they are doing some good, and best of all, they have given me the feeling that education can be fun and it is fun to learn. I think every one of them,

like I say, has just done a heck of a good job and I'm very appreciative of every one of them for it.

Out in the Community: Explorations

While Oliver enjoyed the time he spent at the center with peers and staff, he also liked being able to visit employer sites rather than sitting in a classroom as he had done at high school. When asked what made an exploration worthwhile, Oliver cited the following factors:

> Where the people get down and really talk to you and are friendly, I guess. Instead of when we went to the radio station. They didn't know what was going on, and it was from that standpoint it was sort of bad. What I'm looking for is going out there where I don't have to describe the whole program to them. Where they're involved. Where they know what's going on and I can sit right down and listen to what they're doing.

During the course of the 1974-75 school year, Oliver had eight explorations at the following employer sites (listed in the order in which they were undertaken): a fire station, a game preserve, the county sheriff's office, a gunshop, a manufacturing plant which produced truck trailers, a maintenance (welding) shop for a large multi-product corporation, a radio station and an ambulance company.

When students enter the $(CE)_2$ program, they complete a computerized questionnaire which seeks information regarding the characteristics they desire in a career. The twenty-five questions seek information on the following topics: physical limitations, desired location of employment, preference regarding sex of co-workers, education and training, aptitudes and interests, and earnings desired. Upon Oliver's completion of this questionnaire, the computer listed eleven occupations which matched the characteristics he had indicated: (1) floral designer, (2) railroad laborer, (3) food products occupations, (4) sawmill loghandling occupations, (5) plywood log and block handlers, (6) veneer production operator, (7) woodworking machine operator, (8) pulp and paper worker, (9) railroad engineer and fireman, (10) warehouseman and (11) shipping and receiving clerk. He talked with an ERS about the list, and the two of them decided that he should begin the year by exploring the fire department. In October, this employer relations

specialist placed the following comments in Oliver's records regarding his first site placement:

> Oliver was reluctant to do the CIS questionnaire. He felt that it wouldn't provide him with anything he hadn't already encountered. His answers the first time through reinforced his feeling. Eleven occupations remained, none of which seemed to interest him. After going over the questionnaire with an Employer Relations Specialist, his list became less limited and included occupations he felt he would like to explore. An exploration to the fire department, one of the CIS occupational choices, led to a learning level. We will encourage Oliver to explore more diverse career possibilities.

During his three-day exploration at the fire department, Oliver visited an alarm center and the site which is used to train new employees. He described his activities as "just mainly listening about how their function is set up; how they run the service, how they go about responding to things and that." Oliver found his experiences interesting, however, and he later selected the fire station as the site for his first learning level.

Oliver's interest in hunting led him to select a state game preserve as the site for his second exploration. He and another student spent two days there. The first day they rode with the game warden as he patroled the preserve, and the second day they helped post hunting signs. Oliver liked this exploration and once commented:

> Really good. Really enjoyed it. Being a hunter and what have you, I really enjoyed being around stuff like that. So it's cool.

Oliver decided to visit the county sheriff's office for his third exploration. Shortly after his arrival, the employer instructor was called away to a meeting and another officer showed Oliver the county jail as well as some of the other facilities and equipment at their headquarters. Oliver admitted that he got "ticked off" when the EI didn't have time to spend with him. He also noted that there wasn't much to do but observe, so he didn't return for a second day at the site. One of Oliver's friends is a county sheriff, however, and he made arrangements to ride in his patrol car one evening as an adjunct activity for the exploration.

A visit to a gunshop constituted Oliver's fourth exploration. His participation was limited to "watching and talking", but he enjoyed the exploration due to his interest in guns.

Oliver's fifth exploration was to a truck-trailer manufacturing plant. He was interested in welding, and wanted to learn more about the career possibilities in this field. The employer instructor at the site was the company's personnel manager. After chatting briefly with him each day he visited the site, Oliver was allowed to wander about the plant to observe and ask questions. Of this exploration, Oliver noted:

> That's where I really got into welding. I really got interested in it. I guess what mostly got me interested was the people you meet. Just looking at people work and looking at all the machinery and knowing if you mess something it's bad. But it's using your head and using your hands. It's somewhat what I'd like to do. That's what really got me interested in welding.

The following fieldnotes were recorded on Oliver's second day at the site:

> Oliver and I arrived at Northwest Trailers at about 9:00 A.M. and we went to Tom Johnson's office. (He is the personnel manager for the company and serves as the employer instructor.) Oliver introduced Tom to me and we sat down for a brief chat. Tom asked how Oliver liked being at the site, and Oliver replied that this is the "best place" he has been so far. (He listed the sites he has already visited.) He also commented that whenever he had any questions to ask, they were eagerly answered by the men in the plant. Tom gave Oliver some company brochures, and we then walked out to the plant where truck trailers are built. Tom walked through each of the buildings with us and explained some of the machinery to us. He also indicated the types of products being worked on in each of the buildings. At about 10:30 A.M., Tom left for his office. He told us that we could observe whatever we wanted, and he encouraged us to ask questions whenever we wanted. He also indicated that Floyd (a shop foreman in one of the buildings) would be in the area shortly to answer any questions we might have.

After Tom left, Oliver wanted to observe a burner machine, and he took several pictures as it was being operated. The man who was operating it told us that it is capable of cutting steel up to fifteen inches in thickness. After we had watched the machine for a few minutes, we walked to another area of the same building where some men were in the process of welding truck trailers together. As we walked through the area, one of the welders asked about our presence (i.e., he wanted to know what our purpose was for being here). Oliver indicated that he was from an alternative high school program for students from the Tigard area. He explained that students spent time out in the community on employer sites and indicated that he is currently on an exploration which will last for three days so that he can learn about some of the jobs here. He also said that he hopes to come back on a learning level where "I can work along with the guys and do some welding and stuff." The man who had been welding asked Oliver if he wanted to do a little welding, and Oliver quickly accepted his invitation. He put a face shield on and welded a strip about 2" long on a piece of metal the man was working on. The welder commented, "Well, not a bad job." He then looked over to one of his co-workers and quipped, "Can I borrow your sander to get this shaped up?" He then laughed and jokingly told Oliver, "Watch me a couple of more times and you'll learn how to do it right." He then finished welding the seam he had been working on. Oliver noted, "Not a bad job, but you better give me that thing [welding tool] before you ruin it. You know, if I didn't have you jackasses on my back I could do a good job." This comment brought laughter from the welder, and later in the day when we were in the area again, the jesting between the two continued.

Oliver next began to talk to the man in the parts room. He explained that he was a $(CE)_2$ student and explained the program briefly. He noted that he really liked the program and commented, "Boy, I'd give my right arm to work in a place like this." (As we were walking about the plant this morning, Oliver frequently commented about how he enjoyed his visit. Comments such as, "Really nice," "Just great," and

"Fantastic" were common as he watched the men welding, cutting metal or doing the other tasks being performed at the plant.) At 11:30 A.M. Oliver and I went into Floyd's office to eat our lunches. Talk among the foreman and and others in the office centered around aspects of work, the dating patterns of one of the men and the merits of a Mercedes Benz automobile which belonged to one of the employees at the plant. (Oliver was not included in any of the conversations that transpired, and he did not choose to join in.) After lunch (about noon), Oliver and I went back to one of the areas where men were welding the trailers. Oliver commented that he wanted to "bullshit with Gomez", and he watched him as he welded parts on a trailer. (Gomez is the shop steward. Oliver met him yesterday.) Oliver also took some pictures as Gomez worked and talked to him about the trailer which he was working on. We also walked through the plant to re-observe some of the machinery being operated, and when we came to an area where new trucks were being fitted with trailers, Oliver examined the outside of the trucks. He also crawled into the cabs and commented that he'd "really like to drive one of these." About 2:00 P.M. we departed for the Learning Center.

After he had completed a three-day exploration, Oliver took his partially completed packet to the site to show the employer instructor. During their conversation, the EI talked about job-hunting and welding as a career:

Oliver went out to Northwest Trailers today to show Tom (employer instructor) his partially completed exploration packet. Tom asked if he had any final questions after his exploration in the plant, and Oliver indicated an interest in knowing how one went about seeking employment with the firm. Tom said that one must first submit an application. If there is no hiring at that time, the individual should return to the site at least once a week. He noted that at Northwest Trailers they may not be doing any hiring one day but may need several men the next day and so on. Tom indicated that one shouldn't make a nuisance of himself by hanging around, but if one is <u>really</u> interested in a particular position, it pays to return every week to show a desire to work at the site. In terms of what is

looked for in an applicant, Tom said that they want men with good basic welding skills. He urged Oliver to get as much experience and coursework in the field of welding that he can, if he wants to be hired at Northwest Trailers or any other firm which employs a number of welders. He said they aren't interested in certification as much as in the applicant's basic welding skills. (Possessing a welding certification wouldn't hurt, however, according to Tom.) Certification in welding or skills in blueprint reading, carpentry, and wiring can be taught as an employee becomes involved in the work here, according to Tom. He added that those with good basic skills, be they welders, plumbers, millwrights, etc., generally have a great deal of job security, and they also make fairly decent wages. For example, welders at Northwest Trailer who have been here for several years (he didn't specify the exact time period) are making $14,000-$15,000 per year. He added that skilled individuals at times have a greater degree of job stability than some college graduates who have become specialized to the point where there are limited openings for their skills. (Tom used himself as an example.) He noted that the opportunities for welders are greater than for someone with his training--personnel manager. [NOTE: Tom has been laid off by the company due to work shortages. Floyd (shop foreman) told us yesterday that this is his last day on the job.] While there has been a layoff of workers recently, Tom noted that this is the first time in 12 years that this situation has existed at Northwest Trailers. Even though the job market is tight, however, a good welder (i.e., one who has several years of experience and is capable of a high degree of work quality) can still get a job. While they have no openings, he said he could name several firms in the area who would hire such an individual.

As to advancement possibilities, Tom noted that all the foremen were once welders in the plant. He said that if an individual is interested in advancement and develops his skills he can move up to management positions if he so desires.

Tom urged Oliver to take some welding classes at Portland Community College if he is interested in welding as a career, and when he feels

that he is qualified, he should come back to apply for a job. He also urged Oliver to continue building his skills in welding even after he gets a job so that he can become an "expert" in his field.

Tom gave Oliver some of the company's stickers, and as we were preparing to leave, he told him that he was an enthusiastic individual who would be successful in whatever pursuit that he chose.

When Oliver was unable to secure a learning level at Northwest Trailers due to union restrictions, an ERS suggested that he explore his interest in welding at the maintenance shop of a large corporation in the employer network. The two employer instructors weren't familiar with the program, however, and Oliver's participation was restricted to "talking and looking at machines." As he once explained:

> Ken and Leonard (the employer instructors) didn't know what to do and Gary (a foreman at the plant who is an active participant at $(CE)_2$ seminars and other functions) didn't cue them in. I told them what I was doing out there and sort of made friends with them. You know, I usually go out with my mouth open all the time. I guess they liked me quite a bit out there. You know--just helping them.

Even though this exploration was characterized by uninformed employer instructors and a lack of opportunities to engage in welding, Oliver's interest in a welding career led him to select this site for his second learning level.

Although he wasn't interested in a broadcasting career, Oliver selected a television-radio station for his next exploration. He had hoped to have an opportunity to watch the filming of a television program, but the employer instructor wasn't at the station when he arrived there. Oliver spent approximately two hours at the site, and upon returning to the Learning Center, he explained what had happened to an ERS and remarked, "I didn't get to do anything." He didn't return to the site and spurned the efforts of an ERS to have him turn in an exploration packet. The following fieldnotes were taken during this exploration:

> I accompanied Oliver on an exploration to a radio station in Portland today. We arrived at about 9:15 A.M. I let Oliver off while I searched for a parking position. It was about

9:25 A.M. by the time I arrived at the station. When I located Oliver, he was being shown around the station by one of the disc jockeys. (The employer instructor wasn't at the station today, and this man had been given the duty of showing Oliver about.) Oliver introduced me to him, and he showed us the news room. He introduced us to the two newsmen in the room and pointed out the teletype machines they use. We were then shown some of the other rooms in the station (prior to my arrival, Oliver had been shown through an adjoining FM station). This preview of facilities took about five minutes, and our host then asked if we would like to sit with one of the disc jockeys as he broadcast his program. Oliver indicated that we would, and upon entering the broadcast booth, he introduced me to the disc jockey. (He had met him prior to my arrival.) We were shown some of the equipment, and the disc jockey explained how they broadcast the local and national news. As he talked, the disc jockey noted that they have to work on Christmas and other holidays when others normally aren't working. "You don't want to get into this business," he quipped. While we were in the booth, Oliver and I observed the banter that took place between the disc jockey who had shown us around and one who was still on the air.

At 10:00 A.M., the two men switched roles (i.e., the man who had shown us around the stations went on the air). We stayed in the broadcast booth and were shown the log they use to provide a format for their program. The disc jockey also re-explained some of the controls in the booth. (Prior to doing so, he asked if the other disc jockey had explained them to us. Oliver indicated that he had but noted that he would welcome another explanation, for it was too complex to remember.) Oliver was also asked about the (CE) program. He explained it as a program where we learn about different types of jobs." He explained about doing projects on employer sites and briefly discussed the difference between explorations and learning levels. In addition, he took some pictures and explained that students took them as part of an exploration. We stayed in the booth until 11:00 A.M. Oliver thanked the two disc jockeys for showing us around, and as we were leaving, one of them quipped that he shouldn't get into the broadcasting field.

In early April, Oliver visited a local ambulance company for his eighth and last exploration. Although he wasn't interested in a career in this field, he decided to visit it after talking with another student who had just completed a learning level there. Oliver spent three days at the site. After the first day he remarked, "It was just like the radio station. There was nothing to do. I got bored and went home at 1:30." The second day was much like the first according to Oliver, but on his last day he accompanied the ambulance crew on a call. "That was sort of exciting," he remarked.

For the most part, Oliver's participation on explorations was limited to watching and asking questions, and he felt he received a "basic knowledge of what's dealing in a profession," at each of the sites visited. At four of the sites he visited (sheriff's office, trailer plant, maintenance shop, and radio station), Oliver felt the employer instructors weren't well enough informed about the program. However, his enthusiasm at the trailer plant illustrates that even under less than the best circumstances an exploration can be judged worthwhile if the student is interested in the events taking place at the site.

Out in the Community: Learning Levels

As noted above, Oliver had learning level placements at both the fire department and the maintenance shop. He began the former about two weeks after starting school (9/13/74) and finished when he returned from the Christmas break (1/3/75). While on this learning level, Oliver worked on a science project which stressed learning about basic firefighting equipment (cf. Appendix F for a copy of the project). Most of his time was spent at the training site for new recruits. Here he attended classes dealing with first aid and various firefighting techniques. He also read various manuals at the center and was able to practice some of the skills firefighters use. More specifically, Oliver noted that he practiced the tying of various knots and learned the proper use of a salvage tarp, ladders and a breathing apparatus. The following job skills, certified by the employer instructor, were placed in Oliver's skill development records (this information was also placed in his portfolio upon graduation).

SKILLS	HOW WELL
Identify classes of fire	100%
Understand basic fire-fighter's equipment	Identify and know correct terms
Be able to put on breathing apparatus	100% Very Well
Understand the call procedures--who responds to what alarms?	100%
Knots necessary to firefighters	Bowline, splices, half hitch, clove hitch, stretcher lash
Hose techniques	Basic hose evolutions
First Aid	
Ladder techniques	One man ladder raise and carry

Since he was only at the site three days per week, Oliver felt that he missed much of the continuity in the classes he attended there. He had also wanted to ride on the fire truck during calls, but insurance regulations did not permit this.

Although Oliver spent approximately three months on the learning level, he felt that the project, which was written by his learning manager, could have been completed in a month. His learning manager apparently felt the same when the following comments were written on his completed project sheet:

> For some reason, I have the feeling that you could have completed this project in less time. I realize you are on target concerning zone deadline, so I guess I'm implying that you could be ahead. What do you think about that?

Shortly after finishing his learning level at the fire department, Oliver began one at the maintenance shop (1/24/75). The project which was written for the site revolved around his interest in welding (cf. Appendix G for a copy of the project). About two weeks after he had begun the learning level, I accompanied Oliver to the site and recorded the following in my fieldnotes.

As we entered the maintenance shop, Oliver commented, "Morning, Leonard." Leonard (employer instructor) replied, "Boy, I thought I was going to have some peace and quiet around here today." We had arrived at about 9:00 A.M. and since this is the time for the morning break Oliver and I went up to the lunchroom. After a fifteen minute break, Oliver and I went down to the shop where he practiced his welding skills until 10:45 A.M. He was using a heli-arc welder which he had not used prior to his learning level. For the most part he was practicing horizontal welds (i.e., the pieces of metal being joined are laid flat). During this time Leonard came by several times to examine his work, and during one of these periods he remarked, "That's good but you should try some of the welds we use on the carts." He suggested that Oliver try a vertical weld and noted, "It's alright to strike a bead but try something else." After he had left, Oliver attempted a vertical weld (i.e., the metals being joined are in a vertical position), but his weld was uneven and lumpy so he again began practicing horizontal welds.

At 10:45 A.M., Oliver cleaned up for lunch and put the welding equipment away. We ate in the company lunchroom, and during this time, Oliver did not interact with any of the employees. After lunch, Oliver watched Leonard cut out a drain plate with a cutting torch. He then asked us to drill holes in the plate with an electric drill press. He showed us how to operate the machine, and later as he was talking with Leonard, Oliver mentioned that this was the first time he had operated such a machine.

From 12:30 P.M.-1:15 P.M. Oliver again practiced his welding. He continued to practice horizontal welds. He did try a vertical weld but had difficulty getting a smooth weld so he began to practice horizontal welds again. As a means of diversion, Oliver used an aluminum welding rod which deposited a large glob of metal on the pieces of steel he was using for practice. As before, Leonard checked his work several times. On one of these occasions, he asked Oliver how he was doing, and Oliver noted that he had tried a vertical weld but it turned out "sloppy." Leonard picked up pieces of metal he was practicing on and noted, "Well if you keep practicing them [vertical welds] we can help you with it."

He also asked, "What is this?" in reference to the large glob of aluminum. Oliver said that he had gotten the wrong rod and then commented, "That was sort of dumb wasn't it?" Leonard shook his head, handed the piece of metal back to Oliver and walked away. Oliver then began to practice his vertical welding, and after a few minutes, he asked Leonard for some help. Leonard came over, made a short vertical weld and then encouraged Oliver to keep practicing. In addition to practicing his welding, Oliver also watched Leonard as he was welding some utility carts. He also engaged in some banter with him. For example, after he had welded a cart together, Oliver remarked, "Boy, Leonard does good work; he takes after me." Leonard retorted, "Yeah, I've learned a lot from Oliver since he's been here."

About 1:15 P.M. Oliver put the welding equipment away and talked with Leonard about welding. Oliver commented that Leonard is a real good welder and noted that he hoped to do as well some day. Leonard commented that the only way Oliver was going to learn was through practice. He added, however, "By the time you get real good at it, you'll ask yourself, 'What am I doing this for?'" (Several times today Leonard has spoken negatively about welding as a career.) He urged Oliver to go to college even if he doesn't have a definite career in mind because, "It'll never hurt." He noted that he has regretted not continuing his education. He feels that Oliver will also regret not going to college. Leonard generally prefaced his remarks with comments such as, "I'm not telling you what to do, but. . ."

At about 1:30 P.M., Oliver finished his conversation with Leonard, and we departed for the Learning Center. As we were doing so, however, an employer relations specialist came into the shop. He said that he had come to talk to Oliver's employer instructor about his welding project. (Oliver has not seen the project yet and is unsure of just what the activities are.)

Each day Oliver went to the site, he practiced different welding techniques. One of the employer instructors also loaned him some books for the written work associated

with activity #3, and he interviewed a friend about welding certification for activity #1. Oliver also made an electric grinder stand for an ERS to satisfy the requirements of activity #4.

For this learning level, the following skills were entered in Oliver's records:

SKILLS	HOW WELL
Arc welder	Practiced
Inert gas welder ("miller golden" star	Practiced
Surfaces grinder	Practiced
Bench grinder	Practiced
Drill press	Practiced
Inert gas welder ("airco" welder)	Practiced
Band saw	Acquired
Horizontal and vertical welds	Acquired

As was true of his project at the fire department, Oliver felt he could have finished the welding project earlier than he did. He once remarked:

> It's just that I felt comfortable. So I just took my time. I liked it out there real well.

An ERS and Oliver's learning manager wrote his welding project based on their assessment of his interests and basic skills needs. This was characteristic for Oliver. He preferred to let either his learning manager or the ERS write his projects, and after he began working on them, he would negotiate the minor changes that he felt necessary. His second welding project at the maintenance shop was unusual in that Oliver came up with concrete suggestions before the project was written. As he once noted, "I put down the stuff I wanted to learn and the ERS wrote it up for me." The following excerpt recounts an initial encounter between Oliver and an ERS regarding his second welding project (cf. Appendix H for a copy of the project):

As one of the employer relations specialists walked by, Oliver noted that he wanted to do another project at Electronics. He asked if it would be possible to do another one there. The ERS noted that it was likely that he could, but pressed Oliver for some specific suggestions: "I don't know what you want to do, and I'd rather go out [to the site] with some specific ideas rather than just asking if you can do another project." Oliver then suggested that he could learn how to become a certified welder. The ERS expressed doubt about Oliver wanting to do this, and noted that some men spend years practicing welding before they become certified. Oliver then said, "How about learning about an electric welder. . . where the power source comes from and how it works." The ERS noted that this could be one activity, and then suggested others. For example, it was suggested that Oliver might like to learn how to weld different metals (e.g., aluminum), practice different types of welds (e.g., overhead welds) and also learn how to use a cutting torch. Oliver agreed that these would be good activities, and the ERS noted that inquiries would be made about his doing another project.

Oliver continued to practice his welding techniques while working on his project, and he became familiar with the use of a hydro-blaster. The following skills were placed in his records:

SKILLS	HOW WELL
Hydro-blaster	Acquired
Improved skills with welding techniques	
1. circular stock to flat stock end weld	Practiced
2. vertical weld	Practiced
3. overhead weld	Practiced

As a result of his two projects at the maintenance shop, Oliver felt that he had learned the "basics" of welding. During his junior year at high school, he had taken a class in welding, but he felt the experiences he

had in $(CE)_2$ were more worthwhile. During an interview with an ETS employee, Oliver remarked:

> . . .when I was in industrial arts. . .here's a book, you read it and tell us what you've read. . .Well, fine, that doesn't mean anything if you're not out there doing it. I never have learned. . .what I have learned has been from experience or by people I've been with. I think that this is about your greatest learning process. . . is by doing and by asking.

Basic Skills Work

It has been noted that upon assessment of Oliver's basic skills capabilities, a staff member recommended that he needed work on math skills, vocabulary and reading comprehension. When he completed his preprepared personal/social development project in mid-October, his learning manager wrote on the project, "Very soon we'll start you on another project working on the ILA Basic Skills materials."

Oliver was subsequently placed on ILA work in math and communications. The learning resource specialist coordinated his work in these areas, and his learning manager met with him to decide how much work he should do for project credit. Oliver felt he needed to improve his math skills, and he met on a weekly basis with the tutor in this area. For his work in numeration-place value and addition, subtraction, he received credit for one project.

On the preprepared functional citizenship project which he completed in early March, Oliver's learning manager wrote:

> It has taken us a lot of work and re-writing to get this project into acceptable form. As it stands now, it is just minimally acceptable. Oliver, we really need to work on your writing skills: saying what's on your mind in complete well-constructed sentences.
>
> One important thing is to be sure you continue working on ILA communications.

In May, I asked a staff member for information about Oliver's work on ILA communications. Upon checking the files kept on Oliver, this staff member was surprised at how little Oliver had done. Similarly, when I later

approached a learning manager about his work in this area, Oliver's records were examined and the LM then remarked, "Did Oliver do any ILA communications work?" Upon checking Oliver's ILA files the LM noted that he had done "very little."

When queried about his work in this area, Oliver remarked, "Didn't work on it that much. I didn't really work with the tutor till the end of the year." When asked why he had neglected this work, Oliver explained that he didn't feel a need to work in this area. "I won't use it [written communication skills] in life," he remarked. He further noted that the learning resource specialist urged him to work on his communication skills, but "Most of the time I told him, 'Yeah, right' just to keep him happy."

Oliver thus worked on his math skills because he felt a need to improve in this area. He didn't feel a need to work on communication skills, however, and he was effective in evading the attempts of staff members to encourage work in this area. Oliver's case also illustrates a flaw in the record-keeping system, for staff members did not realize what he had done (or hadn't done) until they responded to my inquiries. In addition, Oliver was not given the Palo Alto Diagnostic Math Survey "to find more specific evidence as to what the difficulty might be in the area of basic math skills".

Also, Oliver did not consider writing one of his fortes. As he once remarked:

> Most of that written structure to the program I think is worthless--to me anyway. To some people it's very useful. To me I never have cared about writing anyway. I can't express myself good enough on paper to really show what I feel about something, I can talk it. And this is where my learning manager and I . . .we talked together and I've expressed myself to her the way I feel. That's what's <u>really</u> good about the program. Where you can sit down and really talk to someone and tell them what you really felt about something, because its's really hard to say what I feel on paper.

In addition to neglecting the ILA communications work, Oliver's disdain for writing manifested itself in other ways. It was his practice to complete written work

hastily and turn it in for approval. If the work was unacceptable to his learning manager, he tried to satisfy verbally any deficiencies rather than re-write his work. On several occasions, Oliver also negotiated a tape recording in lieu of written work.

His learning manager occasionally made comments on his projects about these matters:

> You could try to develop some more tapes, but also we need to work on your writing.
>
> You need to slow down on the written parts because this doesn't show your ability.
>
> Your information about AA is brief. . .

While Oliver was not always successful in his attempts to socialize his learning manager, he did succeed on several occasions, and he was persistent in his efforts to keep his writing at a minimum.

Academic Progress

It has been noted that Oliver was a "problem" student at the beginning of the year, for he disrupted entrance testing, "drew a finger" on his math exam and debated with an employer relations specialist about the desirability of filling out the CIS questionnaire. By the end of zone #1, he was meeting program requirements, however, and he continued to do so throughout the year. At no time was Oliver the recipient of an accountability write-up slip. During a staffing meeting in early May when Oliver's behavior was being discussed, one staff member remarked, "He's a success story."

On one occasion when we were discussing the program, Oliver noted:

> ...I was successful in the program because I knew what I wanted to do and I did it. . . . There's nothing hard about the program. It's just the motivation of setting your mind down and doing the work.

As pointed out earlier, Oliver also attributed his friendships and rapport with staff members as a factor which increased his identity with the program and made his learning activities more meaningful than those at Tigard High.

While Oliver kept up with the program requirements, he noted that staff reinforcement at the beginning of the school year influenced his decision not to complete his work too quickly.

> I just couldn't stand getting patted on the back all the time. I slowed up. I really slowed up, took my time on everything. I could have been done in half a year if I wanted. First three months they were patting me on the back all the time. I had a lot of hang-ups with my basic skills and that. And they figured I was a real flunky coming into the program like that. But after I got to knowing everyone, got on the ball, everyone said, "This guy's really got a lot on the ball." They all... I just got tired of hearing, "Well here comes super student." Well, big deal, anyone can do it. You know, it's cool to say you have [done] a nice job on it... but constantly. It was like me up here [hand raised above head] and everyone else was down there [hand lowered]. It sort of made me... Well, you know... it's not too cool. I just got fed up with it so I just turned it in on time. I turned it in the day it [work] was due rather than turning it in two weeks early. Constantly getting talked about sort of gets tiresome for me.

About mid-way through the school year, Oliver told me that he was planning to finish early. He did complete all the requirements two weeks early (two of the twenty graduating seniors finished earlier). He received credit for five preprepared projects, two welding projects, the project on fire equipment, his ILA math work and critical thinking wrap-up activities. One staff member sent the following "positive postcard" to his parents:

> Dear Mr. and Mrs. Smith,
>
> Oliver has had quite a year. We are proud of his accomplishments. It is always a pleasure to watch a young man grow and develop his abilities. He has consistently managed his time well this year, and early graduation has been richly deserved.

In December and May, staff members were asked by NWREL evaluators to rate student behavior in seven goal-related areas. (In December, they were to rate student

behavior during the first three weeks of school, and in May they were to rate student behavior during the preceeding three weeks.) The results of this rating for Oliver and $(CE)_2$ students in general are presented in Table 2.

Career Interests

On his application form, Oliver noted that he was interested in welding and X-ray technology as possible careers. Neither of these careers was indicated on his CIS printout, and as indicated, he began the year by exploring the fire department which was on this list. Oliver's explorations to this site as well as to the game preserve, sheriff's office, gunshop, radio station and ambulance company were not taken because he was deeply interested in the careers at these sites. As he once noted, "They [the sites listed above] were just something I was curious about." Like most students, Oliver eliminated some of the careers he explored as future alternatives. He learned that state game wardens are in oversupply and felt the required period of formal training was too long; he learned that it takes years to learn the art of gunsmithing and felt he wasn't that "thoroughly enthused about it," and he felt he shouldn't go into law enforcement because, "If someone starts mouthing off with me and I get mad, I'm going to be busting that guy." Oliver also felt he didn't want to work for a radio station or ambulance company, but prior to his explorations, these were the two sites that he was least interested in from a career standpoint.

Oliver had not completely eliminated employment with the fire department as a career possibility, but at the year's end, he was still most interested in careers as a welder or X-ray technologist. His explorations at the trailer fabrication plant and maintenance shop and his learning level activities at this lattter site were undertaken due to his interest in welding. As noted above, Leonard (EI at maintenance shop) made negative comments about welding as a career, and as a result, Oliver began to think more about X-ray technology as a possible career. His neighbor is employed in this field, and Oliver has talked to him in the past about employment possibilities in this career area. He had also written a report on X-ray technology for a health class at the high school, and in the past, he had sent to the University of Oregon for brochures about the field. In speaking about these two career interests, Oliver once noted:

Table 2

Staff Ratings of Students' Goal-Related Behaviors

Scale	December Rating*		May Rating**	
	Oliver ($\bar{X}$)	All Students ($\bar{X}$)	Oliver ($\bar{X}$)	All Students ($\bar{X}$)
(1) Knows aptitudes, interests and skills	3.67	3.05	4.5	3.35
(2) Applies knowledge to career interests	3.67	2.95	4.5	3.27
(3) Willing to apply basic skills	4.0	3.15	5.0	3.33
(4) Self-starter	3.67	2.68	5.0	3.19
(5) Assumes responsibility	4.0	2.86	5.0	3.36
(6) Self-confident communication	3.67	2.98	4.5	3.21
(7) Understands others' feelings and messages	4.0	3.22	5.0	3.59

* Ratings in December were made by the student coordinator, learning resource specialist and learning manager.

** Ratings in May were made by the student coordinator and learning manager.

> ...the way I've been looking at...towards my education, and by talking to people, I want to have a profession, you know, and I want to have some trades I know. And if I ever got tired of working as an X-ray technician ...or technologist--it's the same... I'll have welding as something else to fall back on. I wouldn't want to make welding a life-time career because it's hard on your body ...your ears...your eyes start going bad on you after being in it all your life. I only got one ear now. When I was a kid I had a high fever or something, but anyway, I got to take care of what I've got. So, I'm looking ahead...I'm just sort of... going by ear right now.

While Oliver professed an interest in X-ray technology throughout the school year, he did not visit one of the employer sites which would have afforded him an opportunity to explore this career in greater depth. When queried about this, he replied that an ERS had encouraged him to explore this career, but he resisted going to the site. "I just didn't want to get off my lazy rear and go I guess," he replied.

After a year in the program Oliver was thus still interested in the same two careers that he was before he entered (CE)2. He had visited two sites in conjunction with his interest in welding, but resisted the attempts of an employer relations specialist to have him visit a site where he could learn about X-ray technology. His current plans are to attend Portland Community College for two years. Here he plans to take "general courses" which he feels will allow him entry into a variety of careers. On this matter he remarked:

> From what I've read and talking to the X-ray technician, I got the basic skills [for being an X-ray technologist]. You don't have to be a brain, scholar or what have you to get into it. You have a basic math, some chemistry which I don't have, but you know that'll all come in eventually. The chemistry is your mixture, developing your X-rays and that. It deals with Latin, you know, for medical terms, anatomy, bone structure, math, English. See, I'm figuring on taking my basic classes so if I don't go into that [X-ray technology] I'll have my basic skills.

Concluding Remarks

Like many other $(CE)_2$ students, Oliver found Tigard High to be boring, and he didn't feel that what he was being taught there was relevant to his needs and interests. Furthermore, he was a typical $(CE)_2$ student in that he wasn't an active participant in extracurricular activities at Tigard High.

While Oliver was typical in these aspects, he was more gregarious than many other $(CE)_2$ students. As a result, he tended to converse more freely with staff members than other students did.

In the remaining parts of this section, some further summative and interpretative remarks will be presented regarding Oliver's $(CE)_2$ experiences.

Orientation

Like many students, Oliver recalled the orientation period as being tumultuous and characterized by feelings of disorientation and confusion. While he was able to overcome these feelings, they seemed to linger with others. For example, it has been noted that the program's "language" was confusing for some students.

Interactions with Staff

Oliver found his relationships with staff members to be a rewarding aspect of the program, and the camaraderie he developed with them contributed to the positive attitude he had towards $(CE)_2$. It also increased his sense of self worth. He no longer felt he was just a number (as he felt at Tigard High), and he enjoyed the opportunities for increased personal attention which the program allowed.

Oliver's case also illustrates the premium which is placed on communication skills at $(CE)_2$. Not only was he able to secure a great deal of personal attention, but his interpersonal skills also allowed him to circumvent some learning experiences which staff members felt were important in his learning plan. More specifically, he was able to resist work on ILA communications and he was successful in resisting staff suggestions that he visit an employer site to explore his interest in X-ray technology.

Community Activities and Career Interests

Oliver's experiences included visits to sites where employer instructors were uninformed about the $(CE)_2$ program. Many students were subject to similar experiences as they visited a variety of sites during the year.

In selecting sites, Oliver was not merely motivated by an interest in exploring a particular career. While he chose sites for this reason, he also selected sites which coincided with his leisure-time and general interests, as well as those which had the potential to be "fun." Like many students, he was satisfying his immediate interests as well as his long-range career interests.

Oliver's case study also indicates that students may not take the career exploration aspect as seriously as program developers would like. He deliberately avoided exploring one of his two career interests and instead chose to stay at a site which he enjoyed. In short, his long-range concerns were co-opted in favor of more immediate ones.

After participating in the program, Oliver's career interests did not drastically change. In common with his peers, however, he is keeping his list of options open and is unsure of just what type or types of careers he will eventually select.

Individualization

Oliver's case study provides further examples of the problems faced by staff members in implementing an individualized learning program. The issue of deciding how much pressure to apply is a case in point. When too little pressure was applied, Oliver was able to avoid learning experiences which had been planned for him (e.g., he didn't complete ILA communications work and on several occasions he was successful in avoiding extra written work in conjunction with project activities). On the other hand, when too much approval was provided, Oliver slowed his work pace so he would not be the subject of razzing by his peers. Assessing students' abilities and applying the correct balance of reinforcement and reprimands are difficult tasks, as Oliver's case study illustrates.

Oliver's case study also indicates the importance time zone requirements play in staff assessment of "success." When he began to regularly meet zone requirements, Oliver became viewed as a "success story" rather than a "problem."

While Oliver was content to let staff members write projects for him, the illustrations given above indicate that he was provided with ample opportunities for providing input into the development of his "learning plan."

CHAPTER 6

$(CE)_2$ AS A TRANSITION FROM YOUTH TO ADULTHOOD: SOME FURTHER PERSPECTIVES

> We have a rather fancy purpose which is helping young people make the transition to adulthood.

The above comment was made by a staff member at one of the student recruiting sessions held at the high school (cf. Chapter 2), and the same concept was repeated by other staff members at subsequent recruiting sessions. Similarly, participating employers often displayed a certificate at their sites which indicated that they supported $(CE)_2$ as it helped young people make the transition to adulthood.

In the present chapter, this aspect of the program will be examined from a cross-cultural perspective, and a question about $(CE)_2$ will be raised for further thought by those considering adoption of the program.

Coming of Age

The life cycle presents peoples throughout the world with a biological sequence of events with which they must contend. Infants are helpless and must be cared for; children and youth must learn their expected modes of behavior as they move towards adulthood, and in all societies distinctions are made between the proper roles for adult males and females.

While all societies structure the transition from infancy to adulthood, the manner in which this is done varies greatly. For example, in some societies age-grades exist. These represent a series of life cycle stages through which individuals pass. As an illustration, in her study of the Ngoni of Malawi, anthropologist Margaret Read (1968:60) notes that prior to the attainment of adulthood, individuals must pass through four age grades (babyhood, the little child, child, young adult) which formally define their status at different points of their life. Among the Nyakyusa of Tanzania, however, age-sets exist. A number of age mates comprise a group (with a name and sense of identity) which form a new sub-village on the periphery of their parental village.

Members of the group stay together, and as they grow older, new age-sets of young men will be formed (Wilson, 1951).

A study of other societies will reveal that these two paths to adulthood are by no means universal among the world's cultures, and there is also a large amount of variation in either of these two organizational features. For example, the number of age grades may vary from one culture to another and the physical or social events which mark the movement from one status to another may vary widely. Similarly, anthropologists have made distinctions between cyclical age-set systems (where a named age-set may reappear) and progressive age-set systems (where a named age-set appears only once). In short, cross-culturally there is great variation in the sequence by which adulthood is reached and in the age at which it is deemed to begin. As Ruth Benedict notes:

> Although it is a fact of nature that the child becomes a man, the way in which this transition is effected varies from one society to another, and no one of these particular cultural bridges should be regarded as the "natural" path to maturity (1938:161).

Ceremonies or rituals which mark the transition from one social category to another have been studied by French anthropologist Arnold van Gennep (1960), and he termed these ceremonies rites de passage (i.e., rites of passage). Van Gennep notes that this transition is naturally expressed through a tripartite scheme. That is, individuals moving from one status to another are separated from their former status, placed in a state of transition and then finally incorporated into a new status. Initiations into secret orders or organizations such as the Coyote Society among the Cheyenne Indians or the Benevolent Protectorate Order of the Elks in Cheyenne, Wyoming, are examples of these rites of passage.

Rites of passage may also serve to mark status changes in the life cycle, but the manner in which they are carried out or the importance given them varies greatly from culture to culture. For example, among the Ngoni the transition from childhood to young adulthood was marked by a private ritual, but among many neighboring peoples a "bush school" marks this transition. Here individuals were isolated from normal village life. They underwent tests of physical endurance, were given instruction in tribal lore and proper behavior, and might be subject to circumcision or physical scarification. At the end of their seclusion period, ceremonies marked the

return of the initiates to their villages. Speaking of these "bush schools" of West Africa, Watkins notes:

> Life in the secret society is a complete rite de passage from the helplessness and irresponsibilities of childhood citizenship in a world of adults. Thus a youth acquires a new name in the beli, according to his rank in the group and his own achievements. He retains this name for life, and it is always applied to him by those who have been initiated in the school. Uninitiated persons may not use it. This latter form of life, it may be seen, is developed gradually within the confines of the institution. Entrance to the society is a symbolic death for the young, who must be reborn before returning to family and kin. Those who die from the strenuous life are considered simply not to have been reborn, and their mothers are expected not to weep or grieve for them (1963:436).

It should not be inferred that rites of passage which mark changes in the life cycle are restricted to the educational practices of so-called "primitive" or "traditional" peoples. In his study of formal education during the Renaissance, Ong (1963) suggests that the study of Latin can be viewed as a rite of passage which marks a transition from the family to the extra-family world of learning. Similarly, in her study of a small midwestern high school, Burnett (1969) identified five rites of passage which served to either mark one's entrance into high school or one's exit from it. Fuchs (1967: 143-163) has also analyzed an administrator's first formal observation of teacher behavior as a rite of passage which serves to affirm the teacher's acceptance in the school.

At $(CE)_2$ one can also isolate rites of passage. Through such processes as attending the recruiting sessions, talking with staff members at both the high school and $(CE)_2$, and submitting applications, new students have separated themselves from Tigard High. As Oliver's case illustrates, however, these students move into a stage of transition. They must learn a new language and the proper modes of behavior before they are incorporated into the status of $(CE)_2$ students. A series of orientation sessions and the preprepared critical thinking project are designed to ease the problems of transition and incorporation. Upon completion of these

procedures, students supposedly have an understanding of the program's organization, and they are congratulated by staff members for completing this part of the program's requirements. They have thus made a transition from Tigard High student to $(CE)_2$ student.

A number of rites of passage also took place at the end of the year to mark the transition from school student to graduate. As an example, a dessert was held at the year's end for $(CE)_2$ students and staff. Graduating seniors were publically acclaimed when they received certificates which indicated their successful completion of the program's requirements. Girls were also given a $(CE)_2$ logotype charm and boys were given a similar gift in the form of a tie tack. Attending baccalaureate and graduation ceremonies with peers at Tigard High represent other rites of passage which mark a change in status for $(CE)_2$ graduates. In fact, at these graduation ceremonies, a couple of the student speakers from Tigard High mentioned that they (graduates) were embarking on a period of increased independence.

Continuities and Discontinuities In Cultural Transmission

In viewing cultural transmission cross-culturally, anthropologists may also analyze this process in terms of continuities and discontinuities. When contrasts between the worlds of the child and adult are not emphasized, the educational process is marked by continuity. On the other hand, when dichotomies and contrasts between these two worlds are emphasized, there are discontinuities in the process of cultural transmission. In a classic article on this subject, anthropologist Ruth Benedict notes:

> From a comparative point of view our culture goes to great extremes in emphasizing contrasts between the child and the adult. The child is sexless, the adult estimates his virility by his sexual activities; the child must be protected from the ugly facts of life, the adult must meet them without psychic catastrophe; the child must obey, the adult must command this obedience. These are all dogmas of our culture, dogmas which in spite of the fact of nature, other cultures commonly do not share. In spite of the physiological contrasts between child and adult these are cultural accretions (1938: 161).

Among the factors which Benedict isolates for discussion are continuities and discontinuities in the world of work. In many small non-western cultures, children accompany their parents as they perform economic tasks, and they are given duties to perform which are commensurate with their abilities. As a result, children gradually learn skills and attitudes necessary for adult roles. In these societies, coming of age is a process of assuming increased responsibility in the economic world of adults. Benedict describes this process among the Cheyenne:

> At birth the little boy was presented with a toy bow, and from the time he could run about serviceable bows suited to his stature were especially made for him by the man of the family. Animals and birds were taught him in a graded series beginning with the most easily taken, and as he brought in his first of each species his family duly made a feast of it, accepting his contribution as gravely as the buffalo his father brought. When he finally killed a buffalo it was only the final step of his childhood conditioning, not a new adult role with which his childhood experience had been at variance (1938: 163).

These continuities between childhood and the world of work are not present in all small non-western cultures, however. For example, among the Dusun of Borneo, children up to 11 or 12 years of age "are generally free from regular labor in the fields, hunting, gathering, and the tasks of making and repairing tools, houses, and storage buildings" (Williams, 1969:113); and among the Manus of the Admiralty Islands, the adolescent boy "has spent all his years in an unreal world, a world organized by industries which he has not learned, held together by a fabric of economic relations of which he knows nothing, ruled by spirits whom he has ignored" (Mead, 1968:204).

Similarly, our own culture is marked by discontinuities between childhood and the adult world of work. Children are placed in schools where they are isolated from the working world of their parents, and the types of jobs available to them are often low-paying and low-status positions which are passed on to other youth when they are able to secure a "real" position in our economic system.

These and other discontinuities are often cited as factors which contribute to various strains on adolescents in our society. No longer considered children, but

at the same time isolated from the adult world, adolescents to a large degree live in a peer-centered environment characterized by its own cultural norms which are to varying degrees antithetical to those held by adults. Furthermore, the transition from adolescence to adulthood is often nebulous. As Spradley (1973:6) notes, "it's no small wonder that adolescent behavior often exhibits ambivalence--now seeking adulthood, then retreating."

One of the reasons behind development of the EBCE programs was to make the transition from youth to adulthood less discontinuous. A booklet which describes the EBCE programs notes that they were developed to "bridge the gap between study and experience, between the classroom and the community" (National Institute of Education, 1975:1).

Upon reviewing the four pilot EBCE programs, Goldhammer et al (1974: II-6) report:

> EBCE was not based upon a well-established educational philosophy. It was not a response to philosophical differences within the educational community, as was the progressive education movement of the pre-World War II era. EBCE was a response to critical problems relating to the needs of youth, their transition into adult roles in a highly technological society, their achieving the knowledge and skills necessary for effective participation in that society.

The $(CE)_2$ program was thus developed to make the transition from youth to adulthood less discontinuous. In many aspects of the transition program developers have been successful in their pursuits. For illustration, I shall focus upon three topics: (1) careers and the world of work, (2) responsible/non-responsible status roles and (3) interpersonal relations.

(1) In contrast to youth in many small "primitive" societies, adolescents in our complex technological society are faced with a seemingly endless number of career options. The opportunities for continuities of the type Benedict describes for the Cheyenne are limited, for discontinuities are a basic part of our economic system.

By expanding the "classroom" to various community and employer sites, students have an opportunity to examine careers on a first-hand basis. The $(CE)_2$ system permits not only a cursory examination of different

careers, but opportunities are provided for more extended examinations of those careers in which a student shows a particular interest. While the learning of career-related skills is not emphasized, students do have opportunities to practice some of these skills as well as to learn about the working conditions, training requirements, customs, etc., associated with a particular career. As $(CE)_2$ students move out into the community, they are thus provided with opportunities which reduce their misconceptions about various careers and the world of work becomes less mysterious.

(2) In many ways adolescents in our culture are placed in non-responsible social roles. As an illustration, their economic contribution to their families is often minimal or non-existent. Our legal system also reflects these attitudes. One goal of the $(CE)_2$ program is to place students in roles which demand increased independence and responsibility. While there are definite graduation requirements, students are placed in positions of responsibility in the development of their "learning plans." They are encouraged to select sites of interest and to develop their own projects around their activities at these sites. Even if projects are written for them, the process of project negotiation provides an avenue for students to assume responsibility in their modification. Not only do the above roles foster increased responsibility, but for many students they also have the effect of increasing motivition. No longer viewing their work as irrelevant, they take an increased interest in their site activities, and also hold a positive attitude towards the $(CE)_2$ program.

(3) Students' time at the Learning Center is to a large degree spent in the company of peers. In contrast to their experiences at Tigard High, however, $(CE)_2$ students had increased opportunities to interact with staff members. Furthermore, students sensed a greater degree of equality in these interactions than those they had experienced elsewhere with teachers and school officials. As they moved into the community, students for the most part left their peers and were placed in contact with adults occupying a host of different careers. In short, students' "school" time was not merely spent in the company of peers and school personnel. These opportunities for contact with adults of varied careers, philosophies and attitudes reflect to varying degrees the different situations and individuals they will encounter when they seek employment or further education, apply for an auto loan, or seek information about opening a checking account. As a result of these experiences, many students felt more self-confident in their encounters with adults.

In discussing the issue of continuities and discontinuities, I have thus far focused upon a few issues which illustrate continuities in cultural transmission and shown how $(CE)_2$ promotes cultural continuity. However, in common with other educational systems, discontinuities in cultural transmission also occur within $(CE)_2$. For example, a student's attempt to obtain desired knowledge about a career may be hindered when an employer instructor is either uninformed about his proper role or too busy to fulfill the duties of this role. As a consequence, the possibility exists that students will have a distorted impression of the particular career they have explored.

The goal of placing students in responsible status roles may also be obstructed by staff behavior in joint student/staff meetings. Instead of being given opportunities to share in and experience the role of decision-maker, students tend frequently to be placed in a recipient role regarding policy decisions. Students themselves may hinder the achievement of certain desired pupil outcomes or goals (for example, an increase in the ability to assume responsibility) by adopting behaviors which are contrary to their own best interests. For example, some students, as those who do not assume initiative in project writing, may deliberately choose a non-responsible status role. An observer can only speculate on the possible reasons for such choice and on the possibility of redirecting the behavior of students who resist responsibility.

Concluding Remarks

The transition to adulthood in any society is characterized by both continuities and discontinuities in cultural transmission. In some societies features such as age grades and rites of passage serve to mark one social status from another. In our culture, however, the boundaries between adolescence and adulthood are ill-defined. There are no "bushschools " or other rites of passage which clearly mark this change in social status. It was an attempt to deal with these problems of transition which gave rise to the development of the EBCE programs, and in this chapter I have described a few of the continuities and discontinuities which characterize the program's operation.

A crosscultural perspective on the passage to adulthood also reveals that this transition can be carried out in a number of ways. There is no "natural" way for these changes in social status to occur.

Plans are currently underway to replicate the $(CE)_2$ program in other school districts. Those considering the program will thus be faced with deciding if $(CE)_2$ is a viable path to adulthood for students in their district. As such, for potential adopters a question which might have been raised as the title of this report is appropriate here--"Is $(CE)_2$ for you?"

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APPENDIX A

OPERATIONAL GUIDELINES FOR THE RELATIONSHIP BETWEEN TIGARD SCHOOL DISTRICT AND COMMUNITY EXPERIENCES FOR CAREER EDUCATION, INC.

School district 23J (Tigard), Washington and Clackamas Counties, Oregon, hereinafter termed "District," conducts its operations under the laws of the State of Oregon and the policies of its duly constituted school board;

Community Experiences for Career Education, Inc., an Oregon corporation, hereinafter referred to as $(CE)_2$, conducts research and development activities for the purpose of ascertaining the validity of various educational concepts and for those purposes offers educational opportunities to secondary school students, and the Oregon State Board of Education has approved the cooperative programs herein described:

$(CE)_2$ agrees to provide the following educational services to the District's participating students:

Proper settings, instructional materials, staff and resource people to enhance the students' learning opportunities;

Insurance, transportation, agreements with organizations, special charges for tuition and arrangements with participating organizations for released time for training and interaction;

A career education center to complement student learning experiences in employer and community settings.

The experience-based program will include:

- -- locus outside the secondary school
- -- student exposures to a diversity of career experiences
- -- a comprehensive set of educational experiences
- -- a personalized set of employment exposures and educational experiences for each student
- -- opportunity to explore as well as study indepth employment opportunities of students' choice
- -- opportunities for improvement in mathematics, reading, communications skills and citizenship

The pilot program provisions approved by the Oregon State Board of Education at its June 27, 1972, meeting as amended and approved by the Oregon State Board of Education will be followed by $(CE)_2$.

It is to be clearly understood that the Tigard School District assumes no responsibility, either legal or moral, to continue the $(CE)_2$ program should funding by the National Institute of Education no longer exist.

Governance

$(CE)_2$ will have legal and moral responsibility for the governance of all staff, students and activities of the $(CE)_2$ program. Governing policies shall be established within the requirements of (a) the $(CE)_2$ bylaws, (b) this agreement with the Tigard School District, (c) the subcontract with the Northwest Regional Educational Laboratory, (d) provisions of the Oregon State Board of Education and (e) requirements of the research and development questions relating to the testing of the validity of experience-based career education. The corporation board and administration are responsible for the safety, protection and control of all $(CE)_2$ students and will provide such insurance protection, medical coverage and other provisions required by law. The Tigard School District will enter the students of $(CE)_2$ on their State Accident Insurance Fund roster for coverage under the provisions of Oregon law and will bill $(CE)_2$ for all resulting costs. $(CE)_2$ assumes the responsibility to report student progress to the parents of $(CE)_2$ students on a regular and timely basis. $(CE)_2$ agrees to provide one position for a designated representative of the school district (board member, administrator, teacher, student, parent or other) on the $(CE)_2$ Board of Directors.

Students

Selection

Students will be considered for selection by the following criteria: (a) willingness to enter the program, (b) agreement of their parents, (c) agreement by designated administrators of the Tigard School District, (d) criteria related to testing the educational concepts as applied to students with prespecified characteristics as well as a cross-section of characteristics indicative of the general student population of Tigard High School. All selections will be made with the intent of maintaining such a balance (students will represent a range of abilities or levels in: motivation, dependability, intellectual capacity, academic ability, race, age and sex). $(CE)_2$ program administrator will be responsible to negotiate such selection with the personnel designated by the school district superintendent.

Number

$(CE)_2$ will operate with no less than 50 students between the ages of 15 and 18. It is preferred that all $(CE)_2$ students come from Tigard School District. It is agreed that at least 40 $(CE)_2$ students will be provided by the district if the students are willing to enter the program.

Readmittance

The school district agrees to offer re-entry to the high school system for those students requesting to return from the $(CE)_2$ program. They also agree to facilitate the selection of candidates for the $(CE)_2$ program to fill vacancies.

Records

To the extent permitted by ORS 339.240 and regulations and policies adopted pursuant thereto, the school district agrees to permit $(CE)_2$ to review records of students applying for or selected for the $(CE)_2$ program. The original and legal copies of the offical student transcript will be retained by the school district and copies will be made available to $(CE)_2$. $(CE)_2$ agrees to maintain and make available to the school district records regarding educational development, attendance and performance of all students in the $(CE)_2$ program. In addition, student attendance will be reported to the high school on a quarterly basis for inclusion in state attendance reports.

Transportation

School district agrees to allow access for $(CE)_2$ students to the school district transportation system from home to school and school to home. However, they will not change existing transportation routes nor provide special services to $(CE)_2$. $(CE)_2$ agrees to provide for all student transportation needs necessary to $(CE)_2$ activities.

Activities

Tigard School District agrees to allow access for all $(CE)_2$ students to the curriculum and student activity programs of Tigard High School. $(CE)_2$ agrees to permit students to return to the high school for courses and activities requested by the students and parents.

Diploma/Graduation Ceremony

Tigard School District agrees to provide a Tigard High School diploma to those students completing successfully the $(CE)_2$ program. Such completion requirements shall be as determined by the $(CE)_2$ Board of Directors, staff and provisions of the Oregon State Board of Education. Requirements peculiar to the Tigard School District only will not be required of $(CE)_2$ students. It is agreed that $(CE)_2$ students may take their normal place in the graduation ceremony of Tigard High School and that the high school staff will do all possible to accommodate this service.

Reports

$(CE)_2$ agrees to make progress reports to the Tigard School District Board of Directors a maximum of three times per year at the invitation of the school board. Reports of individual student progress as well as evaluation data will be made to designated school district personnel within five days of the receipt of request.

Calendar

$(CE)_2$ agrees to operate within the minimum school year as specified by the Oregon State Board of Education. $(CE)_2$ reserves the right to establish an extended program year and to request early graduation of the school district as a result. Student vacations will be at the discretion of the $(CE)_2$ Board of Directors, and the $(CE)_2$ program administrator is expected to inform the school district administration of all vacation and inservice schedules.

Personnel

The school district assumes no responsibility for the hiring or performance of $(CE)_2$ personnel nor does $(CE)_2$ assume any responsibility for the personnel of the school district.

Public Relations

$(CE)_2$ assumes the responsibility to provide all public information and public relationships as determined advisable and necessary by the $(CE)_2$ Board of Directors. The school district agrees to refer all requests for information about the $(CE)_2$ program to the program administrator.

Special Accommodations

Recognizing that $(CE)_2$ and the school district hold the welfare of the young people within the boundaries of the Tigard School District as a common value, $(CE)_2$ will do all possible to develop a positive and productive relationship with the patrons, students and staff of the Tigard School District. Opportunities to interact with these groups is encouraged and will be performed by $(CE)_2$ staff members when possible within the judgment of the program administrator as to the time and resources necessary to accommodate such interaction. Visits to the center by patrons and professional staff, presentations to civic and interested groups and sensitivity to the problems and needs of the region are assumed on the part of the $(CE)_2$ corporation.

Chairman, $(CE)_2$ Board of Directors	Chairman, Tigard School District Board of Directors
$(CE)_2$ Program Administrator	Superintendent, Tigard School District

APPENDIX B

CRITICAL THINKING WRAP-UP ACTIVITY

1. List in order of personal importance some of the skills and/or knowledge (content) you gained from this project.

2. What steps did you go through (process) to learn this?

3. Identify the steps of the critical thinking process and give examples of the way you applied each step in completing this project.

4. How can you apply to your daily life the knowledge you gained on this project?

5. Analyze your participation in this project:

   a. Which activity challenged you to put forth your best effort? Did you accept the challenge?

   b. How could you have gained more out of this project?

   c. If you were to continue working in this area, where would you go from here?

APPENDIX C

STUDENT ACCOUNTABILITY SYSTEM

What is Expected	Who Gets Involved	What Happens
-Obeying the law while in program -Appropriate conduct while representing $(CE)_2$ -High level of cooperation with employers/staff/students -Being educationally productive -Establishing zone planning strategies and goals -Initiating/completing/submitting projects -Selecting explorations/learning levels -Establishing competency target dates -Maintaining employer site -Turning in completed Exploration Packages -Turning in time slips on time -Signing in/out appropriately -Keeping appointments -Following transportation agreements -Showing care for facility and equipment -Submitting journals -Establishing reasonable lunch hours -Negotiating daily reporting and ending times -Negotiating vacation time	Parent Employer instructor Employer relations specialist Learning resource specialist Learning manager Student coordinator Program administrator	When there is evidence that a student is doing less than satisfactorily in any of these areas, a conference will take place with the student to clarify concerns. It is during this meeting that appropriate natural consequences must be put in writing. If improvement has not occurred after an established period of time, a conference with parents/staff/students will be held to reach new agreements. Failure to fulfill penalties and to improve in meeting responsibilities calls for an immediate conference involving student/staff/parent and program administrator. Types of penalties: -Make up work -Loss of lounge privilege -Monitoring system -Contracts -Repay inconvenience time -Loss of project credit -Loss of exploration credit -Loss of employer site -Probationary period -Suspension -Dismissal from program

APPENDIX D

$(CE)_2$ Staff Roles and their Descriptions*

*Source: Northwest Regional Laboratory, 1974c: 68-80.

PROGRAM ADMINISTRATOR

(Primary responsibility: management and organization)

Responsibilities

1. Maintain overall administrative responsibility for program, operating within the parameters of and responsible to the governing board of directors

2. manage personnel matters on behalf of the governing board

3. maintain fiscal integrity of program

4. articulate program to community

(as team member)--

5. Coordinate program contacts with employers, parents and the participating school district, professional groups and agencies including labor, public/private schools and governmental agencies

6. Assist in selection of students and coordination of student activities

7. Set policy with respect to student accountability and discipline

8. Supervise and work with staff in program development and design activities

9. Assist in developing program resources and solving problems

Special Qualifications

1. Certificated school administrator

2. Proven organizational and supervisory skills

3. Decisiveness

4. Prior experience with innovative educational programs

5. Demonstrated ability to work effectively with and relate well to both students and adults

LEARNING MANAGER

(Primary responsibility: curriculum and instruction; based primarily at the learning center)

Responsibilities

1. Develop individualized learning plans (projects, objectives, evaluation materials)

2. Negotiate learning plans with students that will make use of employer and community sites, learning center materials and resources and a variety of people and activities

3. Document student progress, evaluate learning products, maintain recordkeeping system with assistance of learning aide

4. Work with learning resource specialist to identify and deliver instructional materials and resources

5. Develop individual learning profiles of students

6. Provide both individual conference and written reports to parents

(as team member)--

7. Utilize testing and other assessment data to identify individual student needs, interests, goals

8. Counsel students concerning both academic and personal problems

9. Implement accountability system with students, especially as it applies to the agreements and requirements of students' learning plans

10. Maintain integrity of program's learning design--integrate projects and employer/community site learning activities

11. Aid in describing program for a variety of audiences

12. Plan and participate in group meetings for students

13. Participate in development and design of curriculum strategies and products

(continued)

Special Qualifications

1. Certificated public school teacher

2. Skill in interpersonal relations

3. Commitment to learning as a process that can be managed and to an interdisciplinary framework for learning

4. Familiarity with student assessment techniques

5. Understanding and respect for young people

6. Ability to negotiate with students; knowing how to ask questions (previous experience working with students on a one-to-one basis)

7. Patience; flexibility; organization; creativity in thinking

EMPLOYER RELATIONS SPECIALIST

(Primary responsibility: employer/community relations; spends considerable time in the community as a liaison person)

Responsibilities

1. Develop materials and strategies for recruiting employers for the program

2. Identify and gain support of potential and needed employer sites

3. Obtain Indemnity Covenants and Letters of Intent from participating employers to provide legal and insurance support for employer involvement

4. Implement program strategies and system for delivering student learning on employer and community sites:

   a. analyze site learning potential with individual employer instructors

   b. write and recommend learning objectives to learning managers

   c. secure employer instructor evaluations of student performance

   d. supervise student progress and employer instructor performance

5. Assist students in selection of employer sites

6. Assume responsibility for maintaining employer network

7. Design and supervise maintenance of an accurate recordkeeping system related to utilization of employer network

8. Be sensitive to and resolve any problems with employer sites

(as team member)--

9. Maintain integrity of program's learning design--help integrate projects and employer/community site learning activities

10. Aid in planning and implementing a system for employer development

11. Implement student accountability system, especially as it relates to student behavior at employer sites

(continued)

12. Aid in describing program for a variety of audiences

13. Plan and participate in group meetings for students

Special Qualifications

1. Able to meet people easily; friendly, outgoing, self-confident, articulate, decisive

2. Adjusts easily to new situations; flexible

3. Previous business experience, if possible

4. Demonstrated skill in working with young people and genuine interest in them

5. Conversant with the field of education, although certification as public school teacher not essential

6. Able to organize time and records

7. Have demonstrated ability to coordinate people and places, groups and individuals

LEARNING RESOURCE SPECIALIST

(Primary responsibility: curriculum and instruction--learning resources; based primarily at the learning center)

Responsibilities

1. Determine the need for materials and human resources to support students' individual learning activities

2. Advise other staff members and students on the availability of resources in the community

3. Develop and implement a system for retrieving instructional materials and media

4. Identify and gain the support of volunteer and paid tutors from the community, including all organizational activities necessary for supporting tutor involvement.

5. Recruit community resource people for certifying competencies and work with students and resource people in the certification proce

6. Supervise the use of a variety of media in the learning process, including audiovisual, program materials and computer terminal

7. Identify and assess the appropriateness of learning materials on employer and community sites

8. Identify, order and process instructional materials owned by the program

(as team member)--

9. Share in the implementation of a student accountability system

10. Plan learning activities with staff and students and recommend human and instructional resources

11. Aid in describing program for a variety of audiences

12. Plan and participate in group meetings for students

(continued)

Special Qualifications

1. Knowledge of the community and its resources

2. Creativity and imagination in seeing how community resources can be applied to student learning

3. Familiarity with learning materials and instructional media

4. Ability to classify and organize materials but training in library skills not essential

5. Ability to meet people easily; friendly and outgoing; inquisitive

6. Previous experience in identifying and securing educational resources through volunteer work, special project involvement or individualized programs would be valuable

STUDENT COORDINATOR

(Primary responsibility: student services; based at learning center)

Responsibilities

1. Provide information to and interview prospective students
2. Administer and interpret tests to aid in determining the individual learning needs and characteristics of students
3. Design, implement and coordinate guidance support (integrated throughout the program)
4. Develop, implement and maintain weekly student "staffing" system
5. Articulate and manage the student accountability system (implementation shared by all professional staff members)
6. Counsel with students, parents, employers and staff in resolving specific problems
7. Conduct parent group meetings
8. Coordinate resources needed for student post-high school planning
9. Assist employers with counseling and guidance techniques and strategies
10. Identify and suggest human development resources to staff, students, program administrator and parents
11. Maintain relationship between participating school district and program, including record exchanges and continuing communication regarding student selection and progress

(as team member)--

12. Organize and conduct group meetings and activities with students
13. Help organize and supervise employer seminars on the world of work
14. Plan and organize student/staff retreats

(continued)

15. Participate in the development and design of curriculum strategies

16. Assist in planning employer development sessions

17. Be oriented to personal needs and interests of each student and able to share this personal orientation with other staff members

Special Qualifications

1. Strong counseling and psychology background and experience, especially in behavioral counseling, interpersonal relations, group processes

2. Ability to coordinate activities effectively, manage time

3. Experience with various student assessment techniques

4. Skill in organizing groups and speaking in front of groups

5. Sensitivity; good listener

6. Previous experience working with parents as well as young people.

PROGRAM ASSISTANT

Responsibilities

1. Responsible to program administrator

2. Maintain financial records and reports for program

3. Arrange for meetings of program's board of directors; record and distribute minutes of board meetings

4. Perform various secretarial duties, including managing appointments of program administrator, developing calendar of events, handling program correspondence

5. Develop and maintain systems for bookkeeping, filing and retrieval of program-related information

6. Attend staff meetings; develop understanding of program content and goals and assist in identifying and resolving problems

7. Delegate tasks to support personnel as necessary

8. Handle special assignments such as making arrangements for hosting visitors and for conducting group meetings

Special Qualifications

1. Accounting and administrative/secretarial background, experience and skill

2. Familiarity with budgeting procedures, office management and systems for filing, recording and reporting

3. Congenial; able to relate effectively to both young people and adults

4. Able to organize office records and procedures

LEARNING AIDE

Responsibilities

1. Maintain documentary records and files of forms, products and information emanating from individual student learning activities in program

2. Retrieve and summarize information from these records of student learning

3. Oversee schedules of student work to be completed and inventory student products to determine if they are complete

4. Type individualized learning materials for student use

5. Provide general team service support, including telephone, schedules, securing materials, typing correspondence, entering data and other assigned tasks

6. Attend staff meetings; develop understanding of program procedures and assist in identifying and resolving problems

Special Qualifications

1. Secretarial, clerical skills; general office experience

2. Genuine interest in young people and ability to interact effectively with them

3. Sense of humor

4. Patience; flexibility; ability to function effectively despite many interruptions

5. Ability to organize

CLERICAL ASSISTANT

Responsibilities

1. Receive and transmit telephone calls for program staff
2. Maintain files for employer relations specialists and employer files for use by students
3. Maintain documentary records emanating from student placement on employer sites
4. Retrieve and summarize information from these employer site records
5. Provide assistance to program assistant and learning aide as needed
6. Provide general team service support, including schedules, securing materials, typing correspondence, entering data and other assigned tasks
7. Attend staff meetings; develop understanding of program procedures and assist in identifying and resolving problems

Special Qualifications

1. Secretarial, clerical skills; general office experience
2. Ability to work under pressure and handle varied tasks
3. Sense of humor
4. Ability to work with and relate to students

VAN DRIVER

Responsibilities

1. Drive program's leased van to help meet student transportation needs

2. Maintain van in good condition

3. Become familiar with location of employer sites and student responsibilities for keeping appointments

4. Schedule van service between high school and learning center and to and from employer sites to meet the appointment needs of EBCE students

5. Provide transportation services for program visitors as needed and other assigned tasks

Special Qualifications

1. Skilled driver; chauffeur's license

2. Interest in young people and ability to relate to them

3. Ability to maintain authority and the respect of students

APPENDIX E

Ray Dart's Science Project at Hawk Aircraft Co.

LIFE SKILLS AREA: *SCIENCE*

STUDENT NAME *Ray Dart* PROJECT TITLE *Aircraft Systems*

EMPLOYER INSTRUCTOR *Hawk Aircraft*

STARTING DATE *2-10-75*
TARGET DATE
DATE RECEIVED
COMPLETION DATE

LEARNING MANAGER RATIONALE/ASSESSMENT:

This project is designed to expose Ray to the various systems of an aircraft. He will be involved in structure, function and operation. His work will necessitate the use of basic math and communication skills.

STUDENT RATIONALE:

PROJECT EVALUATION:

RECOMMENDATIONS:

190

ACTIVITY date_____ I	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your IM
Power System		
a. Ray will diagram the major parts of a turbine engine.	*Hawk Aircraft Employer Instructor*	*a. A drawing made by Ray will all parts labelled.*
b. Ray will describe in detail the function and operation of the turbine.	*Printed information from Hawk Library.*	*b. A well written description certified by the Employer Instructor.*
c. Ray will differentiate between the turbine and piston engines, listing good and bad points of each.		*c. Discuss with Learning Manager.*

EVALUATION

ACTIVITY 2 date_____	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your LM
Airframe and Structure		
a. Ray will define the term airframe.	*Hawk Aircraft Employer Instructor*	*a. Definition certified by Employer Instructor.*
b. Ray will describe an airframe in terms of it's form and function.	*Printed information from Hawk Library.*	*b. To the satisfaction of the Employer Instructor.*

EVALUATION

ACTIVITY 3 date_____	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your LM
Electrical System		
a. Ray will identify the power source and size for the turbo commander.	*Hawk Aircraft Employer Instructor*	*a. To the satisfaction of the Employer Instructor.*
b. Ray will draw a diagram of the electrical system describing the major components and their function.	*Printed information from Hawk Library*	*b. A detailed schematic diagram and discussion with Learning Manager.*

193

EVALUATION

ACTIVITY 4 date_____	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your IM
Control System		
a. Ray will describe all control surfaces--include location, relative size and function.	*Hawk Aircraft Employer Instructor*	*a. To the satisfaction of the Employer Instructor.*
b. Ray will explain how control surfaces are operated and define the maximum limits of their function.	*Printed information from Hawk Library.*	*b. To the satisfaction of the Employer Instructor.*

EVALUATION

ACTIVITY 5 date_____	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your IM
Ray will write a detailed description of the ignition system of the turbo commander and include its operation.	*Hawk Aircraft Employer Instructor* *Printed information from Hawk Library.*	*Written description*

EVALUATION

195

ACTIVITY date_____	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your LM
Fuel System		
a. Ray will describe the fuel mixture used by the turbo commander.	*Hawk Aircraft Employer Instructor*	*a. Include chemical composition octane rating additives, etc.*
b. Ray will describe the size, shape and location of fuel tanks and lines.	*Printed information from Hawk Library.*	*b. Verbally to Learning Manager using a diagram.*
c. Ray will trace a drop of fuel from the fuel truck to ignition in the engine.		*c. A creative written narrative.*

196

EVALUATION

ACTIVITY 7 date_____	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your IM
a. Ray will explain how hydraulic principles are applied to the turbo commander.	*Hawk Aircraft Employer Instructor*	*a. To the satisfaction of the Employer Instructor.*
b. Ray will make a detailed drawing of one hydraulic system on the aircraft naming all parts.	*Printed information from Hawk Library.*	*b. A detailed drawing.*

EVALUATION

ACTIVITY date_____	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your IM
Communication System *a. Ray will list by name and function, the components of the communication system.* *b. Ray will describe the operation of radio communication networks associated with flying* *c. Ray will explain how a radio transmitter and receiver works, using any charts or diagrams needed.*	*Hawk Aircraft Employer Instructor* *Printed information from Hawk Library.*	*a. Written list with functions.* *b. Discussion with Learning Manager* *c. Discussion with Learning Manager*

198

EVALUATION

214

215

ACTIVITY date_____ 9	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your LM
Navigation System		
a. Ray will describe the total navigation system of the turbo commander	*Hawk Aircraft Employer Instructor*	*a. Discuss with Learning Manager*
		b. _____ *Certified by Employer Instructor*
b. Ray will understand the operation of radar.	*Printed information from Hawk Library*	
c. Ray will understand the principles and function of radio dirational equipment.		*c.* _____ *Certified by Employer Instructor*

199

EVALUATION

ACTIVITY date_____ 10	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your IM
a. Ray will state the basic aerodynamic principles that apply to the aircraft.	*Hawk Aircraft Employer Instructor*	*a. In writing--certified by Employer Instructor*
b. Ray will describe in detail how these aerodynamic principles affect the design operation and performance of an aircraft.	*Printed information from Hawk Library.*	*b. To the satisfaction of the Employer Instructor.*

EVALUATION

ACTIVITY date_____ 11	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your LM
Instrumentation		
a. *Ray will list and describe the instrumentation of the turbo commander*	*Hawk Aircraft Employer Instructor*	a. *in writing*
		b. *in writing with diagrams*
b. *Ray will select 5 instruments and describe in detail, how they work.*	*Printed information from Hawk Library.*	

201

EVALUATION

APPENDIX F

Oliver Smith's Project at
Washington County Fire Department

LIFE SKILLS AREA: *SCIENCE*

STUDENT NAME *Oliver Smith* PROJECT TITLE *Washington County Fire -- Basic Equipment*

EMPLOYER INSTRUCTOR *Alan Powell*

STARTING DATE *9/20/74*
TARGET DATE
DATE RECEIVED
COMPLETION DATE

LEARNING MANAGER RATIONALE/ASSESSMENT:

Oliver's learning level experiences at Washington County Fire Department will help him decide whether or not he wants to consider it as a possible career. He will not emphasize basic skill work on this project because he is starting on the ILA program.

STUDENT RATIONALE:

PROJECT EVALUATION:

In all honesty, Oliver, this is a fine project. Your products are nicely varied; they include writing, video taping and demonstrating. Your skills in all those areas are improving, especially the written work. You only misspelled one word and it is incredibly neat and legible!

RECOMMENDATIONS:

For some reason, I have the feeling that you could have completed this project in less time. I realize you are on target concerning zone deadlines, so I guess I'm implying that you could go ahead. What do you think about that?

22

ACTIVITY 1 date_____	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your LM
Through both observation and basic level participation, Oliver will be able to explain and demonstrate proper use of the hose. This includes: *a) removing the hose from the truck* *b) advancing the hose* *c) shouldering* *d) going up ladders and stairs with a hose* *e) paying out the hose*	*1. Washington County Fire Dept.*	*1. Oliver could do a video tape of firemen using the stated hose techniques.* *or* *get the Employer Instructor's certification of participation in using the hose*

EVALUATION *Video tape was viewed and certified by Duane.*

205

ACTIVITY date_____ 2	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your IM
2. *Oliver will gain a basic understanding of the following areas:* *a) Ladders: demonstrate one, two and three man carries; secure ladders to a building structure; understand at what point an incline angle is no longer safe* *b) Extinguishers: explain the four classes of fires (ABCD); explain what kind of extinguishers fit each kind of fire; how to properly use each one, including both mechanics and maintenance* *c) breathing equipment: operation and maintenance of oxygen unit and regulator; ways of putting on the gear properly* *d) turn out gear: its use and purchase cost, replacement and maintence*	2. *Washington County Fire Dept.*	2a) *EI Certification*_____ *b) Written description of four classes of fire and explanation of appropriate extinguishers* *c) EI Certification*_____ *d) Written cost analysis of turn out gear*

EVALUATION *Your written description of the four classes of fires is the best piece of writing you've done so far this year! Congratulations, to say the least!*
Fireman's clothes are expensive! Where are they purchased and who pays for them?
Employer Instructor certification accepted.

ACTIVITY date_____	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your LM
3 *3. Oliver will learn how to tie the necessary rope knots, understanding the stress of knots and bends. He should practice to gain in speed and proficiency.*	*3. Job site* *Books on knot tying*	*3. Teach Learning Manager to tie some of the basic knots used at Washington County Fire Department.*

EVALUATION *You taught the knots well, except for one thing. You should be more sure of the process before you try to teach it to someone else. I guess the real test is now could I teach it to someone else?!*

ACTIVITY 4 date_____	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your IM
4. Oliver will be able to explain the proper way to secure a victim to a stretcher and the knots used for moving a stretcher.	*4. Employer site*	*4. EI Certification*

EVALUATION *Employer Instructor certification accepted.*

ACTIVITY 5 date_____	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your LM
5. *Oliver will draw a diagram of a truck showing locations of major equipment, tools in side compartments.*	5. *Employer site*	5. *Neat drawing, in ink, showing tool and equipment location. Could include photographic essay.*

EVALUATION *The photo essay is beautiful, Oliver. You took excellent pictures and wrote informative captions. If you want to make this a product to save, you could mount the pictures on tagboard and do the captions in ink.*

APPENDIX G

Oliver Smith's Welding Project

LIFE SKILLS AREA: *FUNCTIONAL CITIZENSHIP*

STUDENT NAME *Oliver Smith* PROJECT TITLE *WELDING*

EMPLOYER INSTRUCTOR _____

STARTING DATE *2/3/75*
TARGET DATE _____
DATE RECEIVED _____
COMPLETION DATE _____

LEARNING MANAGER RATIONALE/ASSESSMENT:

Oliver's learning level at Electronics will be concerned with the process of welding, both as an art and as a career. He will emphasize both writing as well as performance of the skill of welding. The written parts will be submitted in rough draft before a final product is completed.

STUDENT RATIONALE:

Learning a new skill, having a good understanding of what the job has to give.

212

PROJECT EVALUATION:

Oliver, you need to slow down a little and take more care to be sure all activities are complete before you turn in the project. You tend to be slightly careless about being systematic and organized about the condition of your products. For instance some of your papers have all the required information but with no title to guide the reader, or some papers have partial information with no explanation as to why the rest of the required information has not been included. Taking care in this area will add a lot to the quality of your products. In spite of the above suggestions, there has been great improvement in this area since the beginning of the year.

RECOMMENDATIONS:

Please label your products according to Activity. Also diagrams and charts, etc. should be written in ink rather than pencil. Pay more attention to organization and including all the required information in a paper so the reader can follow your thoughts.

ACTIVITY date_____ 1	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your LM
1. Oliver will investigate the welding certification requirements. Oliver will contact a certified welder and conduct an interview to determine what the test includes, who conducts it, where it is held and how you arrange to take it. a) Oliver will determine the benefits of becoming a certified welder. He will interview at least four persons who make a living as welders. They must represent four businesses, and at least two must be certified welders. He can also consult welders who use metal as a media for creative expression.	1. Employer Instructor a) Western Trailers, Electronic Northwest Air Control, Ted Jones or a manufacturing site of your choice. Carl Franklin, Portland metal sculptor	1. Oliver will tape all interviews LM Certification Oliver will make a list of the following: starting wage for certified welder on a union job site; non-certified welder's starting wage; top scale for both types of welders.

EVALUATION You need to read the activity more carefully: it asked you to contact four welders to investigate certification etc. and your written product only speacks of one interview. You received some useful information but drawing a conclusion from only one source is not always reliable. Also you need to find the information about wages for certified and non-certified welders. OK, now I understand the wages and certification with this new information you've brought in.

ACTIVITY date_____	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your IM
2. *Oliver will understand the work-order process. He will observe and discuss this system and when familiar with the process he will make the materials and hours spent entries.*	2. *Employer Instructor* *Work order forms*	2. *To the satisfaction of the Employer Instructor* *EI Certification* *Oliver will copy the work order on which he has made entries and include it in his project.*

EVALUATION *Employer Instructor certification accepted for adequately understanding and discussing the work order.*

ACTIVITY 3 date_____	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your LM
3. Oliver will list and describe each welder at his job site. He will explain their uses. *a) Oliver will discuss the characteristics of a variety of types of welding rod and wire. Discuss the function and burning characteristics of 7014 (two sizes) and 6011 (two sizes). Demonstrate welds on a variety of materials (size, thickness, and carbon composition) with each rod.*	*3. Employer Instructor and Welders and Electronics* *Steel available at Electronics (Scrap)*	*3. Oliver will photograph each welder and include the photo with a written description of use and function. To satisfaction of Employer Instructor and Learning Manager.* *EI Cert.*_____ *LM Cert.*_____ *Oliver will in a narrative describe the rod and it's uses. His demonstration examples will be presented with his completed project.* *To satisfaction of EI and LM:* *EI Cert.*_____ *LM Cert.*_____

215

EVALUATION *Your written description of the gas shield is excellent! It is clear and concise and a well constructed paragraph. The diagrams and pictures help make it even more complete. However, your other written description with accompanying photograph is not titled and I'm not clear what it's about just by reading it. Your information about rods looks very professional, but your reader has no idea what it means! You need to describe and explain rather than just list.*

ACTIVITY 4 date_____	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your IM
4. Oliver will complete a project demonstrating his newly learned skills. Oliver will complete a scale drawing showing face and side view and including materials list. *a) Oliver will fill out a work order describing a job, listing materials and man hours required to complete task.*	*4. Employer Instructor* *Employer Relations Specialis* *Materials and tools available at Electronics*	*4. Oliver will submit plans for Employer Instructor okay before starting project. He will include plans and work order with completed project. Pictures or an actual presentation of completed project will also be necessary.* *EI*_____ *ERS*_____ *LM*_____

EVALUATION *Your scale drawing is good, Oliver! You should take that much care to complete all your work, because it's neat and informative. The work order is fine in that it includes all the necessary data but the price estimate could be a little more neatly organized.*

APPENDIX H

Oliver Smith's Advanced Welding Project

LIFE SKILLS AREA: *CREATIVE DEVELOPMENT*

STUDENT NAME *Oliver Smith* PROJECT TITLE *Advanced Welding Techniques at Electronics*

EMPLOYER INSTRUCTOR *Ken Talbot*

STARTING DATE *4/14/75*
TARGET DATE
DATE RECEIVED
COMPLETION DATE

LEARNING MANAGER RATIONALE/ASSESSMENT:

This project is a continuation of Oliver's first project at Electronics, welding. In his first project he became familiar with the certification requirements for a welder, as well as demonstrating understanding of some basic welding techniques. In this project he'll get into electric arc welding, oxygen acetylene welding and cutting and heli-arc welding. Also Oliver will explore welding as an art form by observing a recognized metal sculptor.

STUDENT RATIONALE:

I planned on getting a greater knowledge of welding profession and try to go to work as a welder.

PROJECT EVALUATION: *Oliver, I feel that this final project is indicative of all the progress you made this year. You took real care to produce a project that is neat and orderly and shows real concern for appearance as well as content. You say that you can get a job with the skills you've learned at Electronics and for that I'm really proud of you! All the work you put in with Ken and the strong motivation on your part has been beautiful to see. There is no doubt in my mind that you've learned enough about welding and working in a welding department to be confident about future jobs and career choices.*

RECOMMENDATIONS: *Words to learn to spell: direction, source, reverse, stainless, grease, process, touch, with*

ACTIVITY 1 date_____	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your LM
1. Oliver will become familiar with the principles of the Electric Arc Welder. *a) He will diagram and explain electrical input to variable output* *b) He will describe in narrative the electric principles involved.*	*1. Bob Knight* *Employer Instructor* *Text books* *Welders at Electronics*	*1a) A careful diagram of the electrical working of an arc welder.* *Bob Knight*_____ *Employer Instructor*_____ *b) A well written paper describing the electrical function of an arc welder. To be proof read by Learning Manager for spelling and punctuation.* _____ *Certified by Bob Knight for accuracy.*

EVALUATION *This is a beautiful example of some of the best writing I've seen you do all year. The sentences are well-constructed and the spelling is so accurate. Great!*

ACTIVITY 2 date_____	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your LM
2. *Oliver will become familiar with the principles of oxygen acetylene welding and cutting.* *a) Oliver will diagram and describe a gas welder* *1) gauges* *2) Gas and its properties* *3) Mixer head and tips* *b) Oliver will learn to make horizontal join welds in mild steel.* *c) Oliver will braze any two materials using a gas welder.* *d) Oliver will learn to cut mild steel.*	2. *Welders at Electronics* *Employer Instructor*	*2a) A careful diagram of an oxygen acetylene welding unit to include gas source flow mixture and flame.* *EI*_____ *LM*_____ *b) Sample of joined materials at least three inches in length demonstrating smooth strong weld.* *EI*_____ *LM*_____ *c) Sample of joined materials at least three inches long demonstrating brazing techniques.* *EI*_____ *LM*_____ *d) A piece of 1/4" steel demonstrating a pattern cut using one angle and one curve plus a straight line. Total material size need not be over 4" x 4".*

EVALUATION *This is an excellent diagram! Even I can see how the tank is set up and functions. Good labels too! That Airco chart is interesting! Another good diagram is the acetylene welder head and handle. Your keys are clear and make the diagram useful.*

ACTIVITY 3 date_____	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your LM
3. Oliver will learn to use the Hydra-blaster. *a) He will learn how to adjust and maintain the equipment.* *b) He will set up and clean parts.*	*3. Hydra-blaster at Electronics* *Employer Instructor*	*3a) Take at least 6 pictures of the Hydra-blaster. Mount and describe the set-up adjustment and maintenance of the machine.* *LM*_____ *EI*_____ *b) Parts cleaned to the satisfaction of the Employer Instructor.* *EI*_____

EVALUATION *Employer Instructor certification accepted for proper sue of hydro-blaster.*

221

ACTIVITY 4. date_____	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your IM
4. Oliver has operated the Heli Arc but has not welded aluminum. He will practice this skill. *a) Oliver will compare welding in steel and aluminum* *b) Oliver will perform simple repair welds in aluminum*	*4. Heli Arc at Electronics* *Employer Instructors*	*4a) Oliver will write a paper comparing characteristics of aluminum and mild steel as they relate to welding. The paper will be proof read by Learning Manager* _____ *LM Certification* *Judged on content by Employer Instructor* _____ *EI Certification* *b) To Employer Instructor's satisfaction* _____ *EI Certification*

EVALUATION *Your explanation of welding aluminum is expressed well. Although I couldn't actually do it myself I can understand what you're saying.*

ACTIVITY 5. date_____	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your LM
5. Oliver will practice his welding skills in order to make them more saleable. *a) Oliver will practice a minimum of five different joints.* *b) He will practice five different positions.*	*5.*	*5a) Five pieces of mild steel joined by five different methods* *a) right angle* *b) side by side veed and welded on both sides* *c) T weld with material centered* *d) Round to flat stock* *e) Round to round butt weld* *EI* _____ *LM*_____ *b) Five 3 to 5 inch welds applied from five different positions to your Employer Instructor's satisfaction* _____ *EI Certification*

EVALUATION *Saw all your welds! All I can say is they look good and I accept your Employer Instructor certification.*

ACTIVITY 6. date_____	RESOURCES	PRODUCTS/ CRITERIA Unless otherwise specified, products and criteria will be negotiated with your IM
6. Oliver will explore the opportunities for a welder in the field of art. He will: a) observe some exhibits of metal sculpture by local artists b) attempt to contact and interview metal sculptor.	6. John's Landing Portland Art Museum Carl Franklin Jack Price Other local galleries	6a/b Oliver will make a tape in which he expresses his impressions of metal sculpture, both in terms of technical skill and artistic appeal.

EVALUATION Glad you got to the Portland Art Museum, but you idea of "weird" is probably someone else's idea of beauty! But then that's what art is all about. I'll bet you could use your creativity to get into metal art if you really wanted to, but of course it's all up to you.